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**FISCAL YEAR 1981-1983
STATE PLAN FOR PART B
EDUCATION OF THE HANDICAPPED ACT,
P.L. 94-142**

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Georgia Rice, Superintendent
Special Education Unit
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FISCAL YEAR 1981-1983

STATE PLAN FOR PART B OF THE
EDUCATION OF THE HANDICAPPED ACT
AS AMENDED BY P.L. 94-142

STATE OF MONTANA

THE OFFICE OF PUBLIC INSTRUCTION
GEORGIA RICE, SUPERINTENDENT
SPECIAL EDUCATION UNIT
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HELENA, MONTANA 59601

MARCH 1980



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SUBMISSION STATEMENT

The 1981/82/83 State Plan Under Part B, of the Education of the Handicapped Act, as Amended by P.L. 94-142

I, the undersigned authorized official of the State Educational Agency of Montana, hereby submit the following State Plan for Fiscal Year 1981-1983 under Part B of the Education of the Handicapped Act, as amended by Public Law 94-142.

ASSURANCE STATEMENT

The State of Montana makes the following assurances and provisions:

1. The State has established priorities for providing a free appropriate public education to all handicapped children, in accordance with section 612(3) of the Handicapped Act.
2. The State assures that in carrying out the requirements of section 612 of the Act, procedures are established for consultation with individuals involved in or concerned with the education of handicapped children, including handicapped individuals and parents of handicapped children.
3. Programs and procedures are established to insure that funds received by the State or any public agency in the State under any other Federal program, including Part B-2 of Title I of the Elementary and Secondary Act of 1965 (20 U.S.C. 2771-2772, section 305 (b)(8) of that Act (20 U.S.C. 844a(b)(8) or Title IV-C of that Act (20 U.S.C. 3111-3112 and section 110(a) of the Vocational Education Act of 1963 (20 U.S.C. 2310), under which there is specific authority for assistance for the education of handicapped children, are used by the State, or any public agency in the State, only in a manner consistent with the goal of providing free appropriate public education for all handicapped children, except that nothing in this provision limits the specific requirements of the laws governing those Federal programs.
4. The State assures that Federal funds made available under Part B of the Act to local educational agencies or intermediate educational units (a) will not be commingled with State funds, and (b) will be so used as to supplement and increase the level of State and local funds expended for education of handicapped children and in no case to supplant such State and local funds.
5. The State has an advisory panel, appointed by the Governor or any other official authorized under State law to make such appointments, composed of individuals involved in or concerned with the education of handicapped children, including handicapped individuals, teachers, parents or guardians of handicapped children, State and local education officials, and administrators of programs for handicapped children, which (a) advises the State Education Agency of unmet needs within the State in the education of handicapped children, (b) comments publicly on any rules or regulations proposed for issuance by the State regarding the education of hanidcapped children and the procedures for distribution of funds under this part, and (c) assists the State in developing and reporting such data and evaluations as may assist the Commissioner in the performance of his responsibilities under section 618.
6. The State assures that the program assisted under Part B of the Act will be operated in compliance with Title 45 of the Code of Federal Regulations Part 84 (Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefitting from Federal Financial Assistance).

FY 1981/82/83 State Plan Components. The following items for this State's FY 1981-1983 Program Plans under Part B are hereby incorporated by reference: **

<u>Item</u>	<u>Source, Fiscal Year and Page Number</u>
II. Right to Education Policy Statement	<u>FY 1979 APP, page 25 and page 12 FY 1980 APP</u>
III. Full Educational Opportunities Goal and Timelines: (a) Goal Statement (b) Times and Ages for Free Appropriate Public Education	<u>FY 1979 APP, page 25</u> <u>See additions, deletions</u> <u>Section of FY 81/82/83 APP</u>
IV. Policy on Priorities	<u>FY 1979 APP, page 35 & update of services, activities & resources</u>
V. Child Identification Policies and Procedures	<u>FY 1979 APP, page 37</u> <u>See Additions, deletions</u> <u>Section of FY 81/82/83 APP</u>
VI. Individualized Education Program	<u>FY 1979 APP, page 55</u>
VII. Procedural Safeguards	<u>FY 1979 APP, page 68</u>
VIII. Least Restrictive Environment Procedures	<u>FY 1979 APP, page 81</u>
IX. Protection in Evaluation Procedures	<u>FY 1979 APP, page 91</u>
X. Comprehensive System of Personnel Development	<u>FY 1979 APP, page 100</u> <u>FY 1980 APP, page 17</u>
XI. Participation of Private School Children	<u>FY 1979 APP, page 110</u>
XII. Placement in Private Schools	<u>FY 1979 APP, page 113</u>
XIII. Recovery of Funds for Misclassified Children	<u>FY 1979 APP, page 118</u>
XIV. Hearing on LEA Application	<u>FY 1979 APP, page 119</u>
XV. Annual Evaluation	<u>FY 1979 APP, page 119</u>

<u>Item</u>	<u>Source, Fiscal Year and Page Number</u>
XVI. Additional Requirements	<u>FY 1979 APP, page 121</u>
A. Responsibility of SEA for All Educational Programs	<u>FY 1979 APP, page 121</u>
B. Monitoring Procedures	<u>See additions, deletions Section of FY 81/82/83 APP</u>
C. Adoption of Complaint Procedures	<u>FY 1979 APP, page 127</u>
D. Policies and Procedures for Use of Part B Funds	<u>FY 1979 APP, page 129</u>
E. Nondiscrimination and Employment of Handicapped Individuals	<u>FY 1979 APP, page 131</u>
F. Additional Information if SEA Provides Direct Services	<u>FY 1979 APP, page 131</u>
G. Implementation Procedures -- SEA	<u>FY 1979 APP, page 131</u>
XVII. Confidentiality of Personally Identifiable Information -- (You may incorporate material from the FY 1977 plan.)	<u>FY 1979 APP, page 68</u>

NOTE: In your State's submission statement, list only those items which are still in effect in the State and are being incorporated by reference. Indicate the pages where those items can be found in your previous plans.

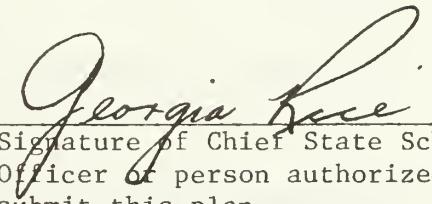
Should your State choose not to incorporate by reference, please submit a description of the policies and procedures outlined in items I through XVII on page 8 of this document.

Additional Policies, Procedures and Information for FY 1981-1983

Attached to this plan are the additional procedures and other information necessary to meet the Part B State Plan requirements by this State for FY 1981-1983.

February 11, 1980

Date


Signature of Chief State School
Officer or person authorized to
submit this plan

Typed Name and Title

Date Received by BEH

GOVERNOR'S COMMENTS ON THE FY 1981-1983
PROGRAM PLAN FOR PART B

Please check the appropriate box.

This State has given the Governor at least 45 days to comment on this State plan before submitting the plan to the United States Commissioner of Education.



The Governor's comments are attached to this plan.



The Governor did not comment on this plan.

State of Montana
Office of The Governor
Helena 59601

THOMAS L. JUDGE
GOVERNOR

March 17, 1980

Ms. Georgia Rice
Superintendent of Public Instruction
State Capitol
Helena, Montana 59601

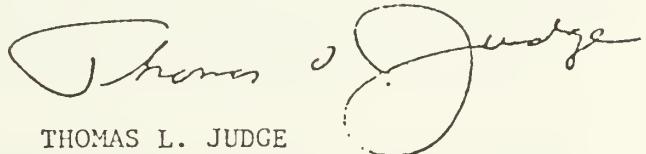
Dear Superintendent Rice:

This letter concerns OMB Circular A-95 which provides that my office is to review and comment on state plans or applications that agencies of the state are planning to submit to federal agencies.

Since you are a constitutional, elected official of the state and since you have statutory authority to request and expend federal monies for public schools, it is my view that the clearinghouse requirement under Circular A-95 does not apply to your office. So that there may be no confusion on this point, this letter is provided to you to assure federal officials that I will not offer any comments concerning any plans or applications submitted by you for federal funds. I understand, however, that you will send to my office for information purposes only, a copy of all such plans or applications.

I trust that this letter will serve you with respect to Circular A-95. If you have any problems concerning this matter, please let me know.

Sincerely,



THOMAS L. JUDGE
Governor

CERTIFICATION OF STATE ATTORNEY GENERAL
OR OTHER APPROPRIATE STATE LEGAL OFFICER
(121a.112(b))

I hereby certify that:

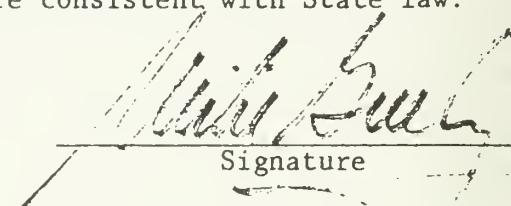
1. The Office of Superintendent of Public Instruction
Legal Name of State Education Agency

has authority under State law to submit this annual program plan
under Part B of the Education of the Handicapped Act, as amended
by P.L. 94-142, and to administer or supervise the administration
of the plan; and

2. All plan provisions are consistent with State law.

5/6/79

Date


Signature

Mike Greely, Attorney General
Typed Name and Title of State Legal
Officer

Additions, Deletions and Significant Modifications to Preceding Annual Program Plans Added for FY 1981-1983 Under Part B

Describe any additions, deletions or significant modifications (for example, the results of any court order, BEH site visits, etc.), if any, made to policies and procedures appearing in previous Part B applications for the following items.

- I. Public Notice and Opportunity to Comment (121a.120)
- II. Right to Education Policy Statement (121a.121)
- III. Full Educational Opportunity Goal (timelines and ages) (121a.122 - 121a.123)
- IV. Policy on Priorities (121a.127(a))
- V. Child Identification (121a.128)
- VI. Individualized Education Program (121a.130)
- VII. Procedural Safeguards (121a.131)
- VIII. Least Restrictive Environment (121a.132)
- IX. Protection in Evaluation Procedures (121a.133)
- X. Comprehensive System of Personnel Development (121a.139)
- XI. Participation of Private School Children (121a.450-460)
- XII. Placement in Private Schools (121a.400-403)
- XIII. Recovery of Funds for Misclassified Children (121a.141)
- XIV. Hearing on LEA Application (121a.144)
- XV. Annual Evaluation (121a.146)
- XVI. Additional Requirements
 - A. Responsibility of SEA for All Educational Programs (212a.134)
 - B. Monitoring Procedures (including complaint procedures) (121a.135)
 - C. Policies and Procedures for Use of Part B Funds (121a.148)
 - D. Nondiscrimination and Employment of Handicapped Individuals (121a.150)
 - E. Additional Information if SEA Provides Direct Services (121a.151)
 - F. Implementation Procedures-SEA (121a.136)
 - G. Use of Part B Funds (121a.149)

XVII. Confidentiality of Personally Identifiable Information (121a.129)

When making necessary changes to material submitted in previous Part B Annual Program Plans, please take a complete copy of the section which you are amending and make your deletions (crossing through portions which no longer apply) and additions (adding and underlining new portions to that material).

If any further changes are made in State policies and procedures after this program plan is approved BEH/DAS must be notified of these changes and such changes will become incorporated into this program plan. State plans do not take effect until approved by the Office of Education.

I. PUBLIC NOTICE AND OPPORTUNITY TO COMMENT

Copies of the Montana APP for FY 81-83 were made available to the public, through the Montana State Library System, the University Library System, County Superintendents, Special Education Directors and to individuals upon request from the Office of Public Instruction. The Plan was made available on Feb. 15, 1980 for a 30 day review with hearings scheduled for March 17, 1980 in Billings, Helena and Kalispell. A table of received comments and actions taken by the SEA was sent to BEH at a later date. Following is a description of the news release and a listing of hearing locations on the 1981-83 APP.

To: All News Media
From: Georgia Rice, Office of Public Instruction
For Release: Immediately
Date: February 15, 1980
Helena Public hearings on the state plan for the education of handicapped students in Montana for fiscal years 1981-83 will be conducted in Helena, Billings and Kalispell on March 17, 1980. The hearings will begin at 1:00 p.m. in the following locations:
Billings Yellowstone County Library
510 North Broadway
Kalispell Outlaw Inn
1701 Highway 93 South
Helena Lewis and Clark Library
120 South Last Chance Mall

The fiscal years 1981-83 Plan includes guidelines and priorities for the use of federal dollars for handicapped school age children in Montana. The public is encouraged to participate in the hearing and to offer comments or suggestions. Copies of the plan for Special Education will be available from Special Education Directors, State Libraries, Universities County Superintendents and at the hearing, or may be obtained in advance by writing to the Special Education Unit, Office of Public Instruction, State Capitol, Helena, MT 59601.

Written suggestions or comments on the Plan should be directed to Superintendent of Public Instruction, Georgia Rice, no later than March 17, 1980.

III. FULL EDUCATIONAL OPPORTUNITIES GOALS AND TIMELINES

A. STATE LAW: (Title 20, Chapter 7, Section 401 of Montana Code Annotated)

20-7-411 ESTABLISHMENT-OF-SPECIAL-EDUCATION-PROGRAM. All handicapped children in Montana are entitled to a free appropriate public education provided in the least restrictive alternative setting. To the maximum extent appropriate, handicapped children including children in public or private institutions or other care facilities, shall be educated with children who are not handicapped. Separate schooling or other removal of handicapped children from the regular educational environment may occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. After September 1, 1977, the board of trustees of every school district must provide or establish and maintain a special education program for every handicapped person as herein defined between the ages of 6 and 18, inclusive. ~~After-September-1,-1980,-such-servicees-shall-be-provided-for-all handicapped-children-between-the-ages-of-3-and-21,-inclusive-~~ The board of trustees of any school district may meet its obligation to serve handicapped persons by establishing its own special education program, by establishing a cooperative special education program, or by participating in a regional services program.

20-7-412. ESTABLISHMENT OF INDIVIDUAL DISTRICT SPECIAL EDUCATION PROGRAM. (1) The trustees of any district, upon obtaining the approval of the superintendent of public instruction, shall establish and maintain a special education program whenever, in the judgment of the trustees and the superintendent of public instruction: (a) there are sufficient numbers of handicapped children in the district to justify the establishment of a program, or (b) an individual child requires special education services such as home or hospital tutoring, school-to-home telephone communication, or other individual programs. (2) ~~Prior-to-September-1,-1980,~~ programs may be established for handicapped ~~children-ages-3-through-5-and after-September-1,-1980,-children-ages-0-through-2-may-be-provided~~ servicee when the superintendent of public instruction and the trustees have determined that such program will: (a) assist a child to achieve levels of competence that will enable him to participate in the regular instruction of the district when he could not participate without special education; (b) permit the conservation of early acquisition of skills which will provide the child with an equal opportunity to participate in the regular instruction of the district; or (c) provide other demonstrated educational advantages which will materially benefit the child. ~~(3)--Prior-to-September-1,-1980,-programs-may-be-established-for handicapped-persons-between-the-ages-of-18-and-21-inclusive-when the-superintendent-of-public-instruction-and-the-trustees-have-determined-that-such-programs-will-contribute-to-the-educational development-of-those-persons.~~ (4) When an agency which has responsibility for a handicapped person over 21 but not more than 25, inclusive, cannot provide appropriate services to that person, the agency may contract with the local school district to provide such services.

III. FULL EDUCATIONAL OPPORTUNITIES GOALS AND TIMELINES

A. STATE LAW: (Title 20, Chapter 7, Section 401 of Montana Code Annotated)

20-7-411. Regular classes preferred - obligation to establish special education program. (1) All handicapped children in Montana are entitled to a free appropriate public education provided in the least restrictive alternative setting. To the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, shall be educated with children who are not handicapped. Separate schooling or other removal of handicapped children from the regular educational environment may occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (2) After September 1, 1977, the board of trustees of every school district must provide or establish and maintain a special education program for every handicapped person as herein defined between the ages of 6 and 18, inclusive. (3) The board of trustees of any school district may meet its obligation to serve handicapped persons by establishing its own special education program, by establishing a cooperative special education program, or by participating in a regional services program.

20-7-412. Establishment of individual district special education program. (1) The trustees of any district, upon obtaining the approval of the superintendent of public instruction, shall establish and maintain a special education program whenever, in the judgment of the trustees and the superintendent of public instruction: (a) there are sufficient numbers of handicapped children in the district to justify the establishment of a program; or (b) an individual child requires special education services such as home or hospital tutoring, school-to-home telephone communication, or other individual programs. (2) Programs may be established for handicapped persons between the ages of 0 and 21 when the superintendent of public instruction and the trustees have determined that such programs will: (a) assist a person to achieve levels of competence that will enable him to participate in the regular instruction of the district when he could not participate without special education; (b) permit the conservation or early acquisition of skills which will provide the person with an equal opportunity to participate in the regular instruction of the district; or (c) provide other demonstrated educational advantages which will materially benefit the person. (3) Approval and operation of programs established pursuant to subsection (2) do not obligate the state or a school district to offer regular educational programs to a similar age group unless specifically provided by law. (4) When an agency which has responsibility for a handicapped person over 21 but not more than 25, inclusive, cannot provide appropriate services to that person, the agency may contract with the local school district to provide such services.

IV. POLICY ON PRIORITIES

Programs, Services, Activities and Resources

Special education service delivery patterns vary extensively throughout Montana. The larger urban school districts tend to have more elaborate and extensive services available within and as a part of the school systems themselves. The more rural districts in the state must rely heavily on itinerant consultative and contract-type services to meet the needs of handicapped school children. All districts have available to them direct and support services such as 1) screening and identification, 2) evaluation, 3) resource room instruction, 4) self-contained classes, 5) speech therapy, 6) occupational therapy, 7) transportation and 8) counseling. Rural districts have special education teachers in district, but must generally contract either with private corporations (Easter Seal for example) or private individuals in order that other services such as speech therapy, physical therapy, etc. be afforded handicapped children in their area.

With the passage of House Bill 283, the 1979 Montana Legislature abolished Regional Services programs for special education. In their place the Bill allowed for the development of local special education "cooperatives."

The cooperatives have been developed by local efforts and agreements were created to allow for the provision of total services to handicapped youngsters. Most of the twenty-five cooperatives exist in very rural regions of the state largely due to the lack of available individual district services. Small rural districts are forced to share services in order that full educational opportunities be provided handicapped youngsters in their regions. The funding for cooperatives is directed through a "host" agency. This agency is responsible for the flow of all dollars and provides general leadership through the Director of Special Education. A board for the cooperative provides specific directions and is comprised of member district designee.

Historically, funding for special education services has been provided exclusively with state dollars. With the passage of recent legislation this funding source was lessened. House Bill 116 shifted the costs for indirect services from the state to county level for school year 1979-80. Also, all other costs not attributed to direct special education services, e.g., operation of plant, textbooks, etc, were eliminated as allowable costs for state funding. Clearly, then, the shift has been toward the local school district providing more financial effort for the education of their handicapped children. State appropriations for special education for the 1978-79 school year totalled \$29,740,640. (special education costs still funded at state level). With new legislation the state's appropriations for the 1979-80 and 1980-81 school years were \$25,470,000 and \$21,790,000 respectively. Local and county efforts are required then to make up this difference in funding.

V. CHILD IDENTIFICATION

Status of Projected Activities for School Year 1979-80

A comprehensive public information and awareness campaign was conducted during the 1979-80 school year. The campaign was produced and developed during the 1978-79 school year with the dissemination of materials, media distribution and broadcasting, and referral and data collection beginning in August of 1979. Several state and public agencies were involved in the campaign including the Department of Institutions, Social and Rehabilitation Services, and Department of Health.

To date all activities have been completed with the exception of the on-going data and referral collection at the state level. As of February 1, 1980 over 330 requests for information and/or referrals had been made to the Office of Public Instruction. These requests and referrals are charted for data purposes and are subsequently followed-up with phone calls and letters. All referrals are made to the appropriate school district with a follow-up from this office with regard to the status and outcome of the referral.

Based upon the requests for information and the number of referral all four of the expected outcomes as outlined on page 55 of the 1979 APP have been completed.

- 1) The number of referrals to date is approximately 100 more in number than in the 1978-79 campaign.
- 2) The number of inquiries regarding special education has increased by almost 300 requests.
- 3) Based upon the increased number of requests in objective #2 and based upon the increased letters, phone calls etc. for information regarding training of personnel as well as parents, we believe there has been a significant increase in public awareness about special education in Montana.
- 4) The interest to date generated in #3 has primarily been positive in nature. Several other state agencies as well as parent and school personnel have expressed interest in the process of special education, funding, accessing services and training.

In addition to the state's effort for Child Find, local school districts are required to conduct Child Find efforts annually. For the school year 1980-81 the Office of Public Instruction has placed strict guidelines and requirements on the EHA-Part B flow-through entitlement monies available to districts. Each Part B application must outline in detail the LEA's efforts for Child Find for the school year prior to any approval for funding. Therefore, with a foundation in state regulation and the requirements of EHA-Part B applications assurances have been established that Child Find is being conducted at the local level.

The state's efforts for FY 1981 for Child Find include the following expected outcomes.

- 1) Continue awareness by parents, other agency personnel and local education agencies regarding Child Find and special education.
- 2) Continue referral and inquiry process as established in the FY '79 Child Find.
- 3) Increase public awareness and local development of programs for preschool aged handicapped children.

V. CHILD IDENTIFICATION

Page 2

Specific activities for Child Find at the state level will include the following:

- a. The state education agency will coordinate a statewide information/referral system with local education agencies and other agencies. This includes the revision of the booklet series for parents which identifies the many agencies involved in the identification of handicapped children and how to access the services from those agencies.
- b. The SEA will contract with an advertising agency to continue the production and development of Child Find materials, television and radio broadcasts, etc.
- c. The state education agency will provide technical assistance and training, as necessary, to local education agencies and other public agencies in order to maintain and improve existing child find efforts.
- d. The SEA will develop a Child Find and preschool handbook for parents, school personnel and others. The handbook will outline the requirements of law for preschool services and Child Find and methods by which those requirements may be implemented.

The State efforts for FY 1982 for Child Find include the following expected outcomes.

- 1) Continue development of awareness by parents, other agency personnel and LEAs.
- 2) Focus on understanding through training activities of special education process, IEPs, CSTs, etc.
- 3) Continue referral process answer inquiries, and disseminate information to all interested persons.

Specific activities for Child Find at the State level shall include the following for FY 1982.

- a. The SEA will contract with an advertising agency to continue the production and development of Child Find materials, television and radio broadcasts.
- b. The SEA will provide technical assistance and training to LEAs and other agencies in order to maintain and improve existing Child Find efforts.
- c. The SEA will conduct comprehensive training activities for interagency cooperatives.
- d. The SEA will contract for the development of a booklet on interagency Child Find.

The State efforts for FY 1983 for Child Find include the following expected outcomes.

- 1) Continue awareness effort of Child Find.
- 2) Continue referral process, answer inquiries and disseminate information.
- 3) Focus on understanding of special education through training activities.

Specific activities for Child Find at the State level shall include the following for FY 1983.

- a. Contract with a Child Find Coordinator.
- b. The SEA will provide technical assistance and inservice training to LEAs and other agencies.
- c. The SEA will continue referrals, update Child Find booklet and maintain Child Find campaign.

XVI. ADDITIONAL REQUIREMENTS

B. Program Monitoring

Pursuant to the Federal PAR conducted in May of 1979 Montana has thoroughly reviewed its monitoring procedures to insure LEA compliance with PL 94-142 and attendant Rules and Regulations.

Although the basic structure of the monitoring forms and procedures have been retained specific additions and modifications have been made to comply with specific comments in the PAR.

Specific corrective actions regarding monitoring were indicated for items numbered 2, 5, 6, 8, 9, 10, 12, 14, 15, 17 and 23.

Each item will herein be described and the monitoring procedures for insuring compliance listed.

Items 17 and 23 will be addressed in separate sections as they relate to monitoring functions not associated with the standard on-site review process.

2. Right to Education

Monitoring procedures have been modified so as to more specifically determine the presence of any children identified as handicapped who are not presently receiving appropriate services (e.g. waiting lists, priority lists, etc). This information will be solicited from administrators, service providers, support staff and from careful record inspections. Any violations detected will be addressed by appropriate corrective actions and timelines. As regards the issue of providing transportation for private school children see Item #12 for corrective actions.

5.CF

Procedures have been developed by the SEA to collect Child Find data from LEAs and SOPs annually. Included in the revised year end report required of each district providing special education services will be a section clearly delineating those children who were identified as handicapped as a result of that year's Child Find effort. In this way the SEA will be able to assess the effectiveness of local Child Find efforts directly and indirectly evaluate the effectiveness of the intensive SEA Child Find campaign. All direct responses to the SEA Child Find campaign are recorded and periodically followed up to insure provision of services. These data will also be included in the year end evaluation of statewide Child Find efforts.

6. IEP

Monitoring procedures currently in practice address specifically the requirements for IEPs. (See attached monitoring forms) The forms have been revised to more clearly delineate the various IEP component requirements and are addressed in detail on monitoring reports.

In regard to the SOPs, monitoring has been conducted at three state operated programs since the BEH PAR. All requirements for IEPs were carefully evaluated (See monitoring reports for Eastmont Training Center, Boulder River School and Hospital and Warm Springs State Hospital). Standards for educational services have been developed jointly by the SEA and the Department of Institutions and representatives from the institutional facilities in Montana. A draft copy of those standards is appended to this report. Note specifically that section devoted to IEPs.

In the future all LEAs and SOPs will be carefully monitored on a rotating basis to insure full compliance with all applicable state and federal requirements, including IEPs. Corrective actions and specific timelines will be imposed for any deviation from those requirements.

8. Confidentiality

The specific requirements regarding confidentiality have been iterated to all LEAs and SOPs (See attachment #8) and monitoring procedures (and forms) now include detailed coverage of: record of access, list of access, documentation of types and locations of records, policies on the destruction of records and provisions for hearings to amend records. These issues are now being addressed during the monitoring process and will continue to be addressed in all subsequent monitoring.

9.

Least Restrictive Environment

SEA monitoring procedures have been expanded to more adequately assess the provision of needed educational services in the least restrictive environment. Specifically under record review a section has been added which requires evaluation of the child's placement to determine if a child has been placed on the basis of appropriately assessed needs rather than on the basis of programs or services available.

In addition monitoring will now include an inspection of each LEA-SOPs plan for offering a continuum of services and assurance that that plan is in agreement with the SEA policy.

10.

Protection in Evaluation Procedures

In order to adequately address the specific components under Protection In Evaluation Procedures the monitoring procedures have been expanded and now clearly focus upon the items specified in the PAR.

As regards the problems detected in the LEAs visited, monitoring procedures now specifically address the issue of waiting lists for evaluation at the administrative level (See Administration Form and Summary Form). In the past this information was gathered by determining from the assessment team, the number of children who had been referred and were awaiting evaluation. Although for many rural districts this remains the most reliable source of information the same data will now also be elicited from the local administrators as a cross check. Any evidence that children have been awaiting comprehensive assessment beyond a reasonable time will result in specific corrective actions with appropriate timelines. Although specific exceptions undoubtedly occur in specific districts at specific times most children in Montana are evaluated shortly after referral. The only general exceptions would be those rural areas where, at times, they are unable to employ appropriate assessment personnel (e.g. special therapists and psychologists).

Monitoring procedures have and will continue to assess the adequacy of the comprehensive assessment provided each child. The requirements specifying multiple assessment techniques have been iterated and monitoring has addressed this issue for school districts in the past.

Monitoring procedures (and forms) have been modified to include all requirements for the diagnosis of learning disabled students including the necessity for multiple assessment techniques and an independent classroom observation.

The problem areas noted in regard to the SOPs have been dealt with in a collective manner by the cooperative development of educational standards for institutional students. Please note these standards which are attached hereto as attachment 17. The issues of prior consent for evaluation and consent for initial placement are covered in the standards in specific detail. Monitoring procedures for the assessment of institutional programs will reflect the standards and will specifically monitor those areas of compliance.

12. Participation of Private School Children

The SEA has reiterated State requirements for the provision of educational services to private school children including the requirements that all appropriate services, including transportation must be provided at no cost to the parents. Monitoring procedures clearly address these policies in the Administrative Policy review section. Corrective actions with timelines will be specified in any new cases involving policies that conflict with the SEA requirement. (See also the response to Item #2 in the PAR: Right to Education).

14. SEA Responsibility for all Educational Programs

A new more comprehensive Memorandum of Agreement has been signed between the Office of Public Instruction (SEA) and the Department of Institutions (December 6, 1979). Contained within this agreement is the clear responsibility of the Office of Public Instruction to insure compliance of institution educational programs, including on-site monitoring. In addition educational standards have been jointly developed by the Office of Public Instruction, the Department of Institutions and representatives of the institutional facilities. These standards, in addition to fully detailing educational standards applicable to institutional facilities, delineate the monitoring role of the Office of Public Instruction, Special Education Unit.

As of this date (January 1980) three SOPs (Eastmont Training Center, Boulder River School and Hospital and Warm Springs State Hospital) have been monitored. Find attached (attachment 2) copies of those monitoring reports. Additional SOPs will be scheduled for on-site reviews as part of the rotating schedule for LEA reviews.

15. Program Monitoring

All LEAs and SOPs in Montana offering educational services are included in the on-site monitoring schedule. Approximately 100 LEAs and 3 SOPs have been monitored during the past fifteen months. Monitoring staff has been increased by 1 FTE this year to allow a continuing emphasis upon monitoring obligations.

The format of the monitoring reports has been modified to include, where appropriate, specific corrective actions and timelines. This practice has been in effect since September 1979 and appears to be working well.

Monitoring procedures have also been expanded to more completely assess the requirements of PL 89-313 in conjunction with the Title I staff. A member of the Title I staff has been included on the monitoring of Eastmont Training Center and Boulder River School and Hospital. Please refer to the relevant monitoring reports for information relating to PL 89-313 as well as compliance with PL 94-142.

School District _____

Education Placement (Check)

Student's Initials _____

Regular Classroom _____

DOB _____

Speech (only) _____

Grade or Education Level _____

Resource Room _____

Handicapping Condition: _____

Self Contained _____

Y NC N N/A

Separate School _____

1. REFERRAL:

Out-of-District _____

____-____-____-____

Out-of-State _____

- a. Referral form on file
- b. Signed by the referring person
- c. Reasons cited for referral

2. PERMISSION FOR EVALUATION:

____-____-____-____

- a. Parents informed of the reason for referral
- b. Surrogate parents appointed if necessary
- c. Documentation that parents were informed of their rights
- d. Signed parental permission for evaluation
- e. Types of evaluation named

3. CHILD STUDY TEAM (CST):

	a. Appropriate participants present										
	LD	MR	SI	ED	HH	OHI	OI	MH	D	VI	DB
Administrator or designee	M	M	M	M	M	M	M	M	M	M	M
Special education teacher	M	M		M	M	M	M	M	M	M	M
Regular class teacher	M	M	M	M	M	M	M	M	M	M	M
Psychologist	M	M		M				M			
Parent-or documentation of opportunity to participate	M	M	M	M	M	M	M	M	M	M	M
Speech Hearing Clinician				M		M		M			M
Other:											

Y NC N N/A

____-____-____-____

- b. Participants signed the CST report
- c. Place for dissenting reports
- d. Results of the comprehensive evaluation

	LD	MR	SI	ED	HH	OHI	IO	MH	D	VI	DB
Academic	M	M		M	M			M			
Social/emotional	M	M		M				M			
Class performance	M	M		M				M			
Observation	M										
Hearing screening	M	M		M	M			M			
Vision screening	M	M		M	M			M			
Speech			M		M			M			M
Medical diagnosis						M	M				
Ophtamological report									M	M	
Psychological report	M	M		M							

Y NC N N/A

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP):

- a. Appropriate personnel participated in the development of the IEP:
 - 1. Administrator/designee
 - 2. Special education personnel providing service
 - 3. Regular classroom personnel
 - 4. Parent
- b. IEP contains the following:
 - 1. Present level of educational performance
 - 2. Annual goals
 - 3. Short term instructional objectives
 - 4. Educational services to be provided
 - 5. Extent of participation in regular programs

5. PERMISSION FOR PROGRAM PLACEMENT:

- a. Placement based on recommendation of the CST
- b. Placement within 30 days of CST meeting
- c. Permission for change in placement signed by the parent
- d. Annual review of the placement
- e. Placement appears to be a least restrictive alternative

6. RECORD OF ACCESS

7. LEAST RESTRICTIVE ENVIRONMENT

- a. Sufficient evidence that student placed according to individual needs rather than disability category or programs available.
- b. Documentation to show that alternative placements considered as options

Additional Comments:

ADMINISTRATION

Office of Public Instruction
Georgia Rice, Superintendent
State Capitol
Helena, MT 59601

1. Program Narrative

a. Does your school have a Program Narrative on file with the Office of Public Instruction?

 Yes

 No

b. Has this Program Narrative been approved?

 Yes

 No

c. If not does the district understand what is needed for approval?

2. What is being done for staff in-service training in regard to special education?

3. Is the district making an overt effort to find handicapped children?

 Yes, if so how?

 No

4. How are children in your district screened?

 Vision

 Hearing

 School readiness

 Academic

 Other, please specify

5. Preschool

a. Do you offer screening services to preschool children?

 Yes, how?

 No

b. List any preschool programs currently operating within your attendance area? (Head Start, Day Care, etc.)

6. Private Schools

a. If there are any private, parochial etc. schools within your attendance area please list them.

<u>School Name</u>	<u>Affiliation</u>	<u>Grades or Ages served</u>	<u>Approximate Enrollment</u>
--------------------	--------------------	------------------------------	-------------------------------

b. Are your special education services made available to children enrolled in the non-public schools?

 Yes, if so, how?
 No

c. What funds are currently being used to provide the services in 6b?

 State special education
 Federal flow through
 Part D funds
 Local
 Other, please specify

7. Confidentiality

<u>Yes</u>	<u>No</u>	
<u> </u>	<u> </u>	a. Record of Access
<u> </u>	<u> </u>	b. List of Access
<u> </u>	<u> </u>	c. Types and location of records
<u> </u>	<u> </u>	d. Destruction of records
<u> </u>	<u> </u>	e. Hearing procedures to amend records

8. Do you have supervisory personnel? If so please list them and their responsibilities.

9. Referrals

a. Who can make referrals in your district?

<u> </u> regular teacher	<u> </u> parents
<u> </u> principal	<u> </u> special education teachers
<u> </u> counselor	<u> </u> other, please list

b. In your district to whom is the referral sent?

c. Who coordinates the referral process including scheduling the evaluation, determining the scope of the evaluation, scheduling the CST and contacting the parents?

d. How many children have been waiting for evaluation longer than 10 working days?

10. Which of the following forms are used in your district?

- a. Student referral form
- b. Notice of intent to conduct an evaluation
- c. Parent permission for an evaluation
- d. Child study team report
- e. Placement form
- f. Review of educational placement
- g. Release of records form
- h. Out-of-district placement form
- i. Program evaluation for special education
- j. Others, please list

11. Placements

A. Are there any out of district placements from your district?

- 1) Were all local options investigated?
- 2) Was this placement made as a result of the CST and with the approval of the local school board?
- 3) If a residential placement was needed did you get approval by the State Superintendent of Public Instruction?
- 4) Is there an annual review of the child by your school?

B. Does your district have any short term placements?

- 1) If so how many?
- 2) Was the placement done on the basis of the CST recommendation?
- 3) Is there a signed parental consent for placement on file?
- 4) How long has each student been in the short term placement?

C. Are all identified handicapped children now receiving appropriate educational services?

D. Are any children presently awaiting placement into special education? If so, why?

E. Do local policies adequately address the provision of a continuum of service?

XVI ADDITIONAL REQUIREMENTS:

G. Report of How Part B Funds (Section 121a.149) Will Be Used

Included is the following information describing how the State will use Part B funds for the 1980-1981, 1981-1982 and 1982-1983 school years:

State Allocation

(1) A list of each position to be paid in whole or part with Part B funds and a description of each of these positions, (2) for each State position, the percentage of salary to be paid with Part B funds, (3) a description of each administrative activity the State education agency will carry out during the school years with Part B funds, (4) a description of each direct service and each support service which the State education agency will provide during the school years with Part B funds, (5) the activities the State Advisory Panel will undertake during the school years with Part B funds, and (6) estimates of expenditures for personnel development activities supported by Part B funds.

Local Educational Agency Allocation

(1) estimates of the number and percent of local education agencies in the State which will receive an allocation under Part B (other than local educational agencies which submit a consolidated application), (2) estimates of the number of local educational agencies which will receive an allocation under a consolidated application, (3) estimates of the number of consolidated applications and the average number of local educational agencies per application, (4) a description of direct services the State educational agency will provide under Part B (see 121a.149), and (5) estimates of expenditures for personnel development activities supported by Part B funds, if any.

G. Description of use of Part B funds

1. State Allocation:

STATE EDUCATION AGENCY ADMINISTRATION (FY 1981)

In FY 1981 6.8 FTE in the Special Education Unit, Office of Public Instruction are supported with Part B administration monies. The total FTE in the unit is 9.75. Following is a description of each of those positions, salaries and funding sources:

State Director of Special Education: Oversees and directs all aspects of Special Education Programs in the state of Montana.

<u>State</u>	<u>Federal</u>
.7 FTE	.3 FTE
<u>\$28,800</u>	

Manager of Budget and Data: Supervises and directs all aspects of state finance and data collection for Special Education Programs in Montana.

<u>State</u>	<u>Federal</u>
0 FTE	1.0 FTE
<u>\$19,459</u>	

Consultant for Budget and Data: Under the supervision of the Manager will serve in an administrative, consultative and technical assistance role.

<u>State</u>	<u>Federal</u>
.5 FTE	.5 FTE
<u>\$18,675</u>	

Manager of Program Development and Evaluation: Supervises and directs all aspects of Special Education Programs and the Evaluation (monitoring) of said programs.

<u>State</u>	<u>Federal</u>
0 FTE	1.0 FTE
<u>\$21,560</u>	

Consultant for Program Development and Evaluation: Under the supervision of the Manager will serve in an administrative, consultative and technical assistance role.

<u>State</u>	<u>Federal</u>
0 FTE	1.0 FTE
<u>\$19,064</u>	

Manager of Inservice Training and Personnel Development: Supervise and directs all aspects of the comprehensive system of personnel development, specifically Part D of EHA.

<u>State</u>	<u>Federal</u>
1.0 FTE	0 FTE

\$22,005

Manager of Federal Programs: Supervises and directs all aspects of federal programs under Part B of EHA.

<u>State</u>	<u>Federal</u>
0 FTE	1.0 FTE

\$22,005

Accountant: Responsible for recording and reporting all financial, administrative and program records for operation of Special Education Unit.

<u>State</u>	<u>Federal</u>
0 FTE	.75 FTE

\$9,296

Program Secretary: Responsible for all typing, etc. required by the Manager of Program Development and the Manager of Personnel Development.

<u>State</u>	<u>Federal</u>
1.0 FTE	0 FTE

\$9,522

Program Secretary: Responsible for all typing, etc. required by the Manager of Budget and Data, and the Manager of Federal Programs.

<u>State</u>	<u>Federal</u>
0 FTE	1.0 FTE

\$10,754

The following positions are funded by sources other than EHA-Part B administration monies.

Consultant for Early Childhood Education: Under the supervision of the Manager of Federal Programs will serve in a consultative and technical assistance role to local school districts. Funded under contract by the Preschool Incentive Grant.

<u>State</u>	<u>Federal</u>
0 FTE	0 FTE

\$10,014 6 months contract

Consultant for Program Evaluation: Under the supervision of the Manager of Program Development and Evaluation will serve in a consultative and technical assistance role to local school districts

Funded under contract by EHA-Part B set aside monies.

State
0 FTE

Federal
0 FTE

\$9,000 6 months contract

1981-82 and 1982-83

Unless otherwise stipulated by the legislature the above breakout of position descriptions, salaries and funding sources shall remain the same for the three year grant period. In the event that changes occur, BEH shall be notified by the state education agency.

DESCRIPTION OF USE OF PART B FUNDS (State Allocation continued)

Proposed Federal EHA-B Programs for FY '81

Due to Montana's submission of FY '80 and FY '81-83 APPs within the same operational year the entire FY '80 set aside funds (\$442,754) shall be used as carry over and will be expended as described in FY '80 APP, Page 14.

Of Montana's total EHA-B allocation for FY '81, 75% will flow-through to local education agencies to supplement state and local contributions to serve first and second priority handicapped children in the 1980-81 school year.

Of the state's portion (25% of grant award) \$200,000 will be used for state education agency administration costs and the remaining set aside dollars shall be used as follows:

1. SEA Child Find Campaign

These funds shall be used to provide the continuation of the ongoing statewide child find system.

2. Technical Assistance and Inservice Training

To provide funds for technical assistance to LEAs and SOPs for policy development, implementation and compliance/complaint investigation (121a.602)

3. Preschool Demonstration Projects

To provide incentive money to stimulate new preschool programs.

4. Transportation

Monies set aside to assist LEAs and SOPs in transporting handicapped students.

DESCRIPTION OF USE OF PART B FUNDS (State Allocation)

Proposed Federal EHA-B Programs for FY '82

Of Montana's total EHA-B allocation for FY 1982, 75% will flow-through to local education agencies to supplement state and local contributions to serve handicapped children in school year 1981-82.

Of the state's portion (25% of the grant award) \$200,000 shall be used for SEA administration costs and the remaining set aside dollars shall be used as follows:

1. SEA Child Find Campaign

These funds shall be used to provide the continuation of the ongoing statewide child find system.

2. Technical Assistance and Inservice Training

Funds set aside to provide technical assistance and inservice training to LEAs and SOPs.

3. Preschool Demonstration Grants

To provide incentive monies to LEAs to stimulate new preschool programs.

4. Transportation

Monies set aside to assist LEAs and SOPs in transporting handicapped students.

DESCRIPTION OF USE OF PART B FUNDS (State Allocation)

Proposed Federal EHA-B Programs for FY '83

Of Montana's total EHA-B allocation for FY 1982, 75% will flow-through to local education agencies to supplement state and local contributions to serve handicapped children in school year 1982-83.

Of the state's portion (25% of the grant award) \$200,000 shall be used for SEA administration costs and the remaining set aside dollars shall be used as follows:

1. SEA Child Find Campaign

These funds shall be used to provide the continuation of the ongoing statewide child find system.

2. Technical Assistance and Inservice Training

Funds set aside to provide technical assistance and inservice training to LEAs and SOPs.

3. Preschool Demonstration Grants

To provide incentive monies to LEAs to stimulate new preschool programs.

4. Transportation

Monies set aside to assist LEAs and SOPs in transporting handicapped students.

PROPOSED ACTIVITIES OF MONTANA SPECIAL EDUCATION ADVISORY PANEL FY 1981/82/83

State Advisory Panel

Panel members represent a broad cross section of special education interest groups: parents, teachers, handicapped and administrators. The membership has been divided into four subcommittees to address issues and discuss advice to be given the state Superintendent. These subcommittees are task oriented and are divided as follows:

- A. Rules and Regulations
- B. Comprehensive System of Personnel Development
- C. Use of Federal and State funds
- D. Statewide System of Services to Handicapped Children and Youth.

In FY 1981 the Panel will review drafts of proposed state legislation affecting special education; advise in personnel needs assessment and training activities; advise the state Superintendent on priorities of expenditure of federal funds; assist staff in program monitoring and be involved in interagency training activities.

In FY 1982 the Panel will advise on needed rules and regulations changes; assist staff in evaluation of training activities and advise in interagency training activity needs.

In FY 1983 the Panel will draft proposed legislation affecting special education; advise in personnel needs assessment and assist staff in program monitoring.

ESTIMATED EXPENDITURES FOR PERSONNEL DEVELOPMENT ACTIVITIES SUPPORTED BY PART B MONIES FY 1981-1983

Based upon past uses of Part B monies and contingent upon appropriations by the Congress in 1980 the following percentage estimates have been developed for personnel development in FY 1981-1983

- A. Approximately 5% of the state set-aside monies under Part B shall be used to provide assistance (consultation) and inservice training to SEA staff and/or State Advisory Panel Members.
- B. Approximately 2% of the state set-aside monies under Part B shall be used to provide training to parents and/or parent groups.
- C. A portion of LEA flow-through dollars under Part B shall be used for staff development based on the priorities outlined in Montana's December 1979 Needs Assessment Survey. For the specific areas of training in this regard please refer to the section on CSPD in this plan. The priorities for use by LEAs and the SEA for FY 1982 and 1983 shall be developed based upon the needs surveys conducted in 1982 and 1983.

DESCRIPTION OF USE OF PART B FUNDS (continued)

2. Local Educational Agency Allocations FY 1981-83

Of the 558 public school districts in Montana an estimated 300 or 52% are expected to be eligible to receive monies under Part B for FY 1981-83. Approximately 250 school districts of the 300 eligible for Part B monies are expected to receive allocations under consolidated applications (83% of eligible districts). An estimated average of ten school districts per consolidated application is expected for FY 1981-83.

Since the Office of Public Instruction provides no direct services to handicapped children a description of those services is unnecessary.

Estimated expenditures under Part B for personnel development activities by local school districts for FY 1981-83 range from 15% to 30% for the three year period.

Comprehensive System of Personnel Development (Sections 121a.380-121a.387)

A. Activities

Included is a description of programs and procedures in the FY 1981-1983 State Plan which insure that the requirements of Section 613(a)(3) of Part B and 121a.380-121a.387 of the Part B regulations are met to develop and implement a comprehensive system of personnel development.

As part of this narrative included ^{is} the projected number of: (1) regular educators who will receive inservice training during the 1980-1981 school year, the 1981-1982 school year, and the 1982-1983 school year, and (2) special educators who will receive inservice training in the 1980-1981, 1981-1982, and 1982-1983 school years. (Note Provide a separate number for each category for each school year.)

B. Data Requirements -- "Projected Number of Additional Personnel Needed To Meet/Maintain the Full Educational Opportunities Goal for Handicapped Children"

Specified is the projected number of personnel needed for the next three school years (Section 618(b)(1)(F)). (See tables #1A, 1-B, and 1-C).

DIRECTIONS FOR TABLES 1A, 1B, AND 1C

The State Education Agency must submit three (3) tables (Tables 1A, 1B, and 1C), "Projected Number of Additional Personnel (in Full Time Equivalents) Needed to Meet/Maintain the Full Educational Opportunities Goal for Handicapped Children", one for the 1980-81 school year, one for the 1981-82 school year and one for 1982-83. Provide a projection of the total number of personnel estimated to be needed to meet the full educational opportunities goal for these three school years. The tables must include the data derived from all major agencies, including the State Education Agency, which are responsible for educating one or more types of handicapped children.

When recording staff (working exclusively with the handicapped), report in full-time equivalents. Full-time equivalency of assignment is defined as "the amount of time for a less than full-time activity divided by the amount of time normally required in a corresponding full-time activity." Full-time equivalency is usually expressed as a decimal fraction to the nearest tenth.

Regular classroom teachers who work with handicapped children are not to be included in tables 1A, 1B, and 1C.

Specific Instructions

- .. Enter in Row (a) the total number of (full-time equivalent) staff you estimate will be needed to meet the full educational opportunities goal for all staff categories (Columns 1-17).
- .. In addition, for column (1) estimate the number of full-time equivalent staff needed to maintain the full educational opportunities goal in each of the handicap categories (rows (b) through (1)).

X. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

A. Introduction

The Montana Comprehensive System of Personnel Development is a broad based effort involving the assessment of manpower and training needs of local programs and state operated programs delivering special education and related services to handicapped children and youth. The results of needs assessment activities carried out by all agencies and programs involved in the system are shared across agencies and programs to plan and carry out preservice and inservice training activities.

This cooperative endeavor involves the Office of Public Instruction, Institutions of Higher Education, local school districts, state operated programs, community based service providers, professional organizations and parent organizations. New service agreements among state agencies are continually being negotiated and signed as a means for the better coordination and effective delivery of services to handicapped children and youth. In addition, program staff at the local level are strengthening service delivery through cooperative activities in handicapped child identification and screening, referrals, program implementation and staff training.

The specific procedures and activities which will guide the continued development of Montana's CSPD during FY 1981-83 are described in subsequent sections of this part.

B. Input and Implementation

The implementation of a comprehensive system of personnel development involves bringing together numerous programs and personnel with the recognition that individual components of the system represent different levels of development. A series of cooperative activities has been implemented within the state which provide a structure and format for greater input and direct involvement of interested persons in inservice training, preservice training and dissemination activities.

1. Montana Special Education Advisory Panel.

This group meets quarterly with SEA staff to provide input to the administration of special education programs in Montana. It includes representatives from school districts, parents, handicapped individuals, state agencies, institutions of higher education, private agencies and professional organizations.

2. Committee on Cooperative Manpower Planning: Education of the Handicapped.

This group meets as an interagency and interorganizational committee for the primary objective to develop a cooperative intrastate plan to facilitate the preparation of personnel to meet the needs of handicapped children and youth. It includes representatives from school districts, institutions of higher education, state agencies, Montana Special Education Advisory Panel, and professional/parent organizations with a particular interest in preservice and inservice training.

3. Consortium of Higher Education/Special Education

This group consists of representatives from Montana Colleges and Universities (Public and Private) and the Special Education Unit, Office of Public Instruction to plan and carry out activities designed to increase the effectiveness and efficiency of personnel preparation programs in the state. It includes representatives from the University of Montana, Montana State University, Eastern Montana College, Western Montana College, Northern Montana College and Carroll College.

4. Policy Board of the Montana University Affiliated Program Satellite (MUAPS)

This group consists of representatives from major components in the state's service delivery system for the developmentally disabled. The major goal of the MUAPS is to support and enhance the state's service delivery system for the developmentally disabled and work to advance the capabilities of that system through the accomplishment of programs of exemplary service, personnel preparation and resource development. It includes representatives from the University of Montana, Eastern Montana College, Montana State University, Office of Public Instruction, Department of Social and Rehabilitation Services, Department of Institutions, Department of Health and Environmental Sciences, Developmental Disabilities Planning and Advisory Council and Developmental Disabilities/Montana Advocacy Project.

5. Interagency Coordinating Committee for Handicapped Children

This group consists of state level administrators who are responsible for administering state programs involving handicapped children. It includes representatives from the Governor's Office, Special Education Unit - Office of Public Instruction, Department of Health and Environmental Sciences, Department of Social and Rehabilitation Services, Department of Institutions and Department of Justice.

These groups meet on a regular basis to exchange information and review the status of current issues and activities affecting handicapped children. Draft copies of the Annual Program Plan are distributed to members of these groups for their review and comments are solicited for inclusion in the final document.

C. Needs Assessment

1. Annual Needs Assessment

A statewide survey of inservice training needs of personnel working with handicapped children and youth was conducted during December, 1979. A survey form (Figure 1) was prepared and distributed to local school districts, special education cooperatives and state operated programs to determine the number of personnel needing training in 10 specified content areas. A total of 113 survey forms were returned out of the 280 survey forms distributed. The 40% return is actually somewhat high due to the fact that personnel from many of the small districts were included in the count on survey forms completed by Special Education Cooperatives.

Ten areas of training were included in the survey:

Individualized Education Programs	Least Restrictive Environment
Nondiscriminatory Testing	Due Process
Utilization of Materials in IEPs	Record Keeping
Informal Evaluations	Federal and State Law
Vocational Education Modifications	Use of Surrogate Parents

The Ten areas of training are addressed in each of four types of training activities which range from introductory awareness through skill application training, the most advanced type of training. The types of training are described below:

Type 1. Awareness Training. This type of training focuses primarily on attitudinal change. Included in this category are training sessions which include public relations type of information such as informing school personnel and the public about PL 94-142, and sensitizing the audience about the needs and skills of handicapped children.

Type 2. Knowledge Training. This type of training focuses primarily on cognitive change. In contrast to type (1) training, type (2) training is of a longer duration, the information is more detailed, and the participants are expected to retain the information. Some examples of topics appropriate for this category of training are: characteristics of children with one or many types of handicapping conditions; due process procedures; education in the least restrictive environment; individual education programs, classroom management, etc.

Type 3. Skill Practice. This type of training usually follows type (1) and (2) training. The training focuses on producing behavioral change in the participant in a controlled setting such as a practicum or lab situation. In many instances the trainee will actually work with handicapped children, or parents, or school staff as an integral feature of this type of inservice training.

Type 4. Skill Application. This type of training also focuses on behavioral change. In contrast with type (3), type (4) emphasizes behavioral change which is learned and demonstrated in the trainees own work environment, in their current position, in their own school.

FIGURE 1

State of Montana Office of Public Instruction Georgia Rice, Superintendent State Capitol Helena, MT 59601	SURVEY INSERVICE TRAINING NEEDS OF PERSONNEL WORKING WITH HANDICAPPED CHILDREN AND YOUTH	Comprehensive System of Personnel Development (PL 94-142)
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assumed that an individual is entitled to a series of inservice training programs which allow that person to execute his/her responsibilities under PL 94-142. A program is defined as a single workshop or session, or a series of workshops or sessions related to the four areas of training defined below.

Survey is used to project the inservice training program needs of your district for school year 1979/80. Please complete the table based upon your local assessment of school personnel - administrators, teachers, aides, et. al. Indicate the number of personnel by the type of training needed for each area of training.

Please return this survey to the Special Education Unit, Office of Public Instruction, State Capitol, Helena, 59601 by December 14, 1979.

School Dist. Name _____ Ele. No. _____ : H.S. No _____	County _____	City and Zip Code _____
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DEFINITIONS

Awareness Training. This type of training focuses primarily on attitudinal change. Included in this category are training sessions which include public relations type of information such as informing school personnel and the public about PL 94-142, and sensitizing the audience about the needs and skills of handicapped children.

Knowledge Training. This type of training focuses primarily on cognitive change. In contrast to type (1) training, type (2) training is of a longer duration, the information is more detailed, and the participants are expected to retain the information. Some examples of topics appropriate for this category of training are: characteristics of children with one or many types of handicapping conditions; due process procedures; education in the least-restrictive environment; individual education programs, classroom management, etc.

Skill Practice. -This type of training usually follows type (1) and (2) training. The training focuses on producing behavioral change in the participant in a controlled setting such as a practicum or lab situation. In many instances the trainee will actually work with handicapped children, or parents, or school staff as an integral feature of this type of inservice training.

Skill Application. This type of training also focuses on behavioral change. In contrast with type (3), type (4) emphasizes behavioral change which is learned and demonstrated in the trainee's own work environment, in their current position, in their own school.

TYPE OF TRAINING:

1. Awareness
2. Knowledge
3. Skill Practice
4. Skill/Application

Indicate the number of personnel by the type of training needed for each area of training.

Areas of Training	NUMBER OF PERSONNEL BY TYPE OF TRAINING NEEDED	Individualized Education Programs	Nondiscriminatory Testing	Utilization of Materials in IEPs	Informal Evaluations	Voc. Ed. Modification	Least Restrictive Environment	Due Process	Record Keeping	Federal and State Law	Use of Surrogate Parents	Other (specify)	Other (specify)
		1	2	3	4	1	2	3	4	1	2	3	4
Regular Education teachers	1	998	381	690	506	241	776	829	196	645	160		
	2	804	208	476	564	496	455	297	168	332	162		
	3	442	129	504	114	159	518	234	127	131	89		
	4	231	107	152	118	149	262	132	98	126	92		
Special Education teachers	1	37	52	43	118	42	25	30	97	41	39		
	2	57	74	70	66	61	92	52	80	28	25		
	3	144	48	94	79	76	79	43	70	6	5		
	4	162	56	157	106	90	93	94	127	37	10		
Administrators	1	73	58	50	44	67	63	119	64	96	48		
	2	52	32	29	29	27	47	76	49	66	44		
	3	15	5	5	10	10	9	30	9	33	13		
	4	38	4	7	12	40	9	84	38	25	21		
Psychologist	1	3	3	1	2	2	2	3	5	4	4		
	2	11	9	2	3	3	7	4	2	4	9		
	3	11	16	11	9	5	7	12	8	9	9		
	4	8	13	7	10	7	10	9	7	6	19		

Areas of Training		Individualized Education Programs	Nondiscriminatory Testing	Utilization of Materials in IEPs	Informal Evaluations	Voc. Ed. Modification	Least Restrictive Environment	Due Process	Record Keeping	Federal and State Law	Use of Surrogate Parents	Other (specify)
Physical Educators	1	97	22	42	28	7	24	28	16	36	9	
	2	99	21	29	19	11	25	17	13	16	11	
	3	40	18	19	11	3	13	11	9	16	10	
	4	40	16	22	20	2	17	9	12	10	10	
Speech Therapist/Audiologists	1	6	14	5	7	4	10	5	3	20	5	
	2	9	14	14	8	4	8	9	7	4	1	
	3	26	7	8	7	3	7	8	5	2	-	
	4	24	15	37	15	5	17	14	35	10	1	
Vocational Educators	1	24	9	16	6	42	20	11	6	19	10	
	2	35	11	32	8	43	16	16	14	9	6	
	3	18	7	22	2	38	5	7	8	2	4	
	4	13	5	9	7	49	9	5	5	5	4	
Supervisors	1	4	11	5	4	3	4	4	10	4	11	
	2	5	4	10	7	10	7	4	7	4	5	
	3	4	4	3	3	3	3	6	3	2	2	
	4	16	9	10	11	8	20	19	9	11	12	
Teacher Aides	1	49	21	43	38	19	35	38	56	34	36	
	2	41	21	35	28	12	26	25	38	21	15	
	3	19	14	72	10	8	17	16	73	16	13	
	4	21	10	27	14	9	17	66	23	20	16	
Parents/Surrogates	1	186	62	93	73	62	107	141	61	131	285	
	2	62	-	26	-	22	85	80	-	80	20	
	3	26	-	20	-	15	61	56	-	56	30	
	4	120	-	-	4	-	131	31	-	30	4	
Volunteers	1	12	12	12	11	12	12	12	12	11	12	
	2	-	-	-	-	-	-	-	-	-	-	
	3	-	-	-	-	-	-	-	-	-	-	
	4	-	-	-	-	-	-	-	-	-	-	
Guidance Counselors	1	39	32	22	31	46	22	21	29	46	40	
	2	22	31	17	22	22	22	26	23	18	19	
	3	12	9	9	16	12	13	8	10	7	21	
	4	12	24	6	21	20	26	20	8	11	9	
Other (specify)	1											
	2											
	3											
	4											

Name of person completing form

Date

Title

The personnel to be trained in the ten areas listed above includes:

Regular Education Teachers	Speech Therapists/Audiologists
Special Education Teachers	Vocational Educators
Administrators	Supervisor
Psychologists	Teacher Aides
Physical Educators	Parents/Surrogates
Guidance Counselors	Volunteers

Additional areas of training were requested from individual school districts in the areas of:

Budgeting for Special Education Programs
Grading Procedures
Storage of Records
Grant Writing
Characteristics of Handicapping Conditions
Classroom Management

These areas could easily be incorporated into the training content of one or more of the 10 areas identified in the survey.

2. Results of Needs Assessment Survey

The results of the needs assessment survey are reported by type of training needed in each of the ten areas. Personnel categories are combined to give a composite number needing training. (See Figure 1 for individual category count).

Type 1. Awareness Training

<u>Area</u>	<u>No. of Personnel</u>
Individualized Education Programs	1528
Nondiscriminatory Testing	677
Utilization of Materials in IEPs	1022
Informal Evaluations	888
Vocational Education Modifications	547
Least Restrictive Environment	1100
Due Process	1241
Record Keeping	555
Federal and State Law	1087
Use of Surrogate Parents	659

Type 2. Knowledge Training

<u>Area</u>	<u>No. of Personnel</u>
Individualized Education Programs	1197
Nondiscriminatory Testing	425
Utilization of Materials in IEPs	740
Informal Evaluations	754
Vocational Education Modifications	711
Least Restrictive Environment	790
Due Process	707
Record Keeping	401
Federal and State Law	582
Use of Surrogate Parents	317

Type 3. Skill Practice Training

<u>Area</u>	<u>No. of Personnel</u>
Individualized Education Programs	757
Nondiscriminatory Testing	257
Utilization of Materials in IEPs	767
Informal Evaluations	261
Vocational Education Modifications	332

<u>Area</u>	<u>No. of Personnel</u>
Least Restrictive Environment	732
Due Process	431
Record Keeping	322
Federal and State Law	280
Use of Surrogate Parents	196

Type 4. Skill Application Training

<u>Area</u>	<u>No. of Personnel</u>
Individualized Education Programs	698
Nondiscriminatory Testing	259
Utilization of Materials in IEPs	434
Informal Evaluations	338
Vacational Education Modifications	379
Least Restrictive Environment	611
Due Process	351
Record Keeping	362
Federal and State Law	291
Use of Surrogate Parents	198

The planning and delivery of inservice training to personnel working with handicapped children and youth is being carried out through the cooperative efforts of the Office of Public Instruction, local school districts, special education cooperative units of Montana higher education, Montana University Affiliated Program, Department of Institutions, Department of Justice, Department of Social and Rehabilitation services, Department of Health and Environmental Sciences, and other public and private organizations. The coordination of training resources to address the identified training needs is currently underway at both the state and local level. The results of this survey will be used to further these efforts.

D. Personnel Training Data

1. Number of qualified personnel available

The number of qualified personnel currently providing services are reported in data table 1.

2. Need for new personnel and need for retrained personnel

The delivery of full educational services to handicapped children and youth in Montana is contingent on trained personnel available at the local level. The number of local special education programs continues to increase as direct services are now being provided in many rural districts which previously made use of itinerant regional special education services.

The need for trained personnel varies across the state with the greatest general needs existing in the large number of rural isolated school communities. These schools represent approximately 35% of the total number of elementary school districts while at the same time account for approximately 4% of the elementary school enrollment. These schools, having less than four teachers, are continuing to experience difficulty in recruiting and maintaining staff who are trained to provide services to handicapped students. School districts located in larger population centers are better able to attract trained special education personnel, but are experiencing difficulty in meeting the demand for inservice training now coming from the regular classroom teachers working with mildly and moderately handicapped students.

Projections for needed personnel are reported in data table 2, and projections for retrained personnel were reported on the needs assessment figure 1.

E. Inservice Section

1. The Inservice Plan

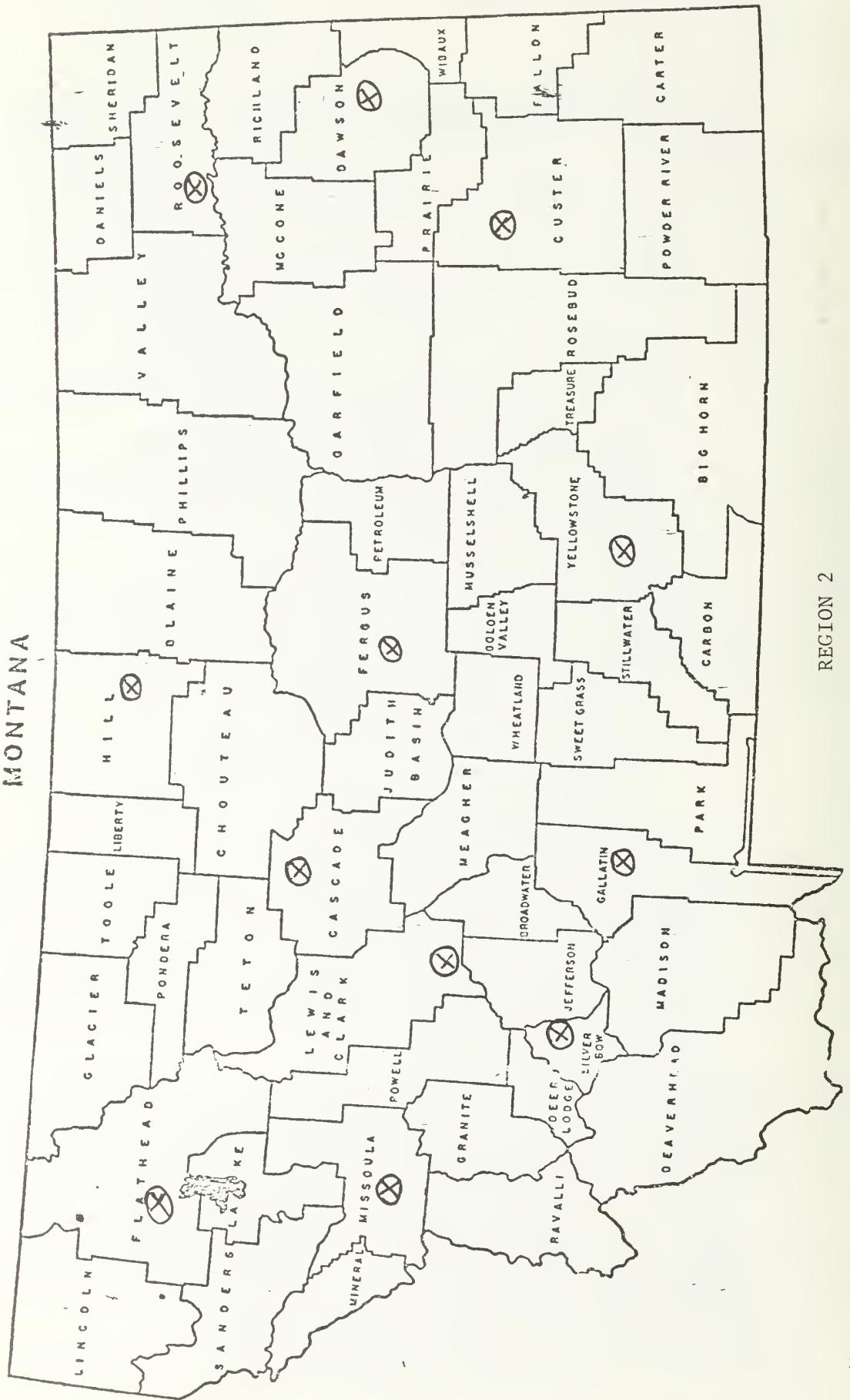
The Montana Office of Public Instruction Inservice Training Project for Personnel Serving Handicapped Children represents a major effort to provide inservice training to administrators, general and special education instructional personnel, related services and support personnel, parents, and others working with handicapped children and youth. This project has been approved for funding through a program assistance grant from the Division of Personnel Preparation, Bureau of Education for the Handicapped. The content and nature of training activities are designed to meet local, regional and statewide needs in the following priority areas:

- a) Training of administrators in procedures for developing, implementing and evaluating appropriate educational services for handicapped children and youth.
 - 1) Federal and state statutes and regulations
 - 2) Identification, referral, comprehensive evaluation, individual education program development and review.
(Child Study Team Training)
 - 3) Due process and procedural safeguards
 - 4) Nondiscriminatory assessment
 - 5) Best practices and procedures in special education
- b) Training of regular and special class teachers, support personnel, parents and others in procedures for developing, implementing and evaluating appropriate educational services for handicapped children and youth.
 - 1) Federal and state statutes and regulations
 - 2) Identification, referral, comprehensive evaluation, individual education program development and review.
(Child Study Team Training)
 - 3) Due process and procedural safeguards
 - 4) Nondiscriminatory assessment
 - 5) Best practices and procedures in special education
- c) Specialized training for personnel providing educational services to severely handicapped students
- d) Cooperative efforts in assessing needs, service delivery and evaluation of inservice and preservice training involving SEA, LEAs, Institutions of Higher Education, other state agencies and organizations providing services to handicapped children and youth.

2. Geographic Coverage

Inservice training activities are carried out in locations throughout the state. The larger school districts often invite personnel from nearby smaller districts to participate in inservice training activities. Inservice training sponsored by special education cooperatives typically involves personnel from ten to fifteen rural school districts. In addition, regional and statewide inservice workshops sponsored by the SEA are held in locations to enable participants from local school districts to attend with minimal travel. Typical training sites are indicated on the following map. (Figure 2)

MONTANA



REGION 2

REGIONAL AND STATEWIDE TRAINING SITES

No. 1050 — County Outline Map
STATE PUBLISHING COMPANY
Helena
80 Pads - E - WY

3. Staff Training Source

Inservice training is carried out through the use of qualified staff members of LEAs, Regional Cooperatives and SEA consultants from the Special Education Unit and other units within the Office of Public Instruction e.g., math, reading, vocational education, physical education. In addition to the trainers from LEAs and the SEA, extensive use is made of Montana University and college faculty as well as training consultants from out of state colleges and training organizations. A special education training resource directory is being developed by the SEA for use by local program administrators.

4. Funding Sources

The funding sources for inservice training activities include local, state and federal funds. LEAs are provided financial assistance to carry out inservice training through the use of EHA Title VI-D Funds granted to the Office of Public Instruction by the Division of Personnel Preparation, Bureau of Education for the Handicapped. These funds are used to supplement the funds available from local and state sources.

Eastern Montana College, Montana State University and the University of Montana also assist local school districts with inservice training services, including funding, through their EHA Title VI-D Special Education Training Projects.

5. Time Frame for Inservice Programs

Inservice training activities occur throughout the year in Montana. While local school districts schedule inservice programs to best meet local needs, the majority of the training workshops occur during early fall and spring. Workshops are also held in conjunction with the Montana Education Association in October and the Montana Council of Exceptional Children Conference. Workshops are sponsored throughout the school year by Special Education Programs sponsored by Institutions of Higher Education.

Workshops of one, two or three week duration are held on college and university campuses each summer in selected areas, e.g., severely handicapped, adaptive physical education, to enable personnel to receive intensive skill training as a follow up to short term training provided during the academic year.

6. Evaluation of Inservice Program Objectives

Each inservice program proposal requires that an evaluation be conducted upon completion of workshop activities. Evaluations are completed by participants and then tabulated and reviewed by local sponsors prior to submitting summary evaluation data to the Special Education Unit, Office of Public Instruction.

In addition to the workshop evaluations completed immediately after the workshop, follow-up evaluations on inservice training activities are included as part of the LEA on-site program reviews conducted by the Office of Public Instruction.

7. Incentives in Inservice Programs

The use of incentives in inservice programs encourages local school district personnel and others to increase their knowledge and skills and to share their experience across local programs. Incentives include release time, college and/or recertification credit, and reimbursement of training expenses. The specific incentives associated with individual inservice workshops are

determined as part of the planning process and vary according to type of workshop. Single district workshops typically include reimbursement of travel, meals and lodging costs in addition to release time and college and/or recertification credit.

In addition to the incentives described above, additional incentives in the form of honorariums (maximum \$100 per day) for training consultants are paid to qualified persons accepting the responsibility for providing training. This may include local district personnel who travel to other parts of the state to conduct inservice training.

8. Involvement of Local Staff

Inservice programs are planned and implemented with extensive involvement of local staff. In cases where local staff are not available to serve as primary trainers for other staff members or local staff are unable to locate qualified trainers for specific workshops, training resources and technical assistance is provided to local school districts by the Manager of Inservice Training, Special Education Unit, Office of Public Instruction.

9. Innovative Practices

The inservice training activities conducted at a local, regional or statewide level make use of innovative practices which have been found to be effective in other programs. Training materials and procedures as well as programmatic materials and procedures are often adopted or adapted for use by local district personnel.

The Child Study Team Training Program currently used in many local districts was adapted from materials developed in an urban state to include Montana Law and Regulations as well as service delivery options used in a rural state. Preschool training programs for handicapped children, e.g., Project SUNRISE, P.E.E.C.H., are additional examples of innovative practices which are being disseminated and replicated in local districts after pilot testing and the development of outreach capabilities by individual districts.

Innovative practices identified through the National Diffusion Network, National Inservice Network and the Northwest Regional Resource Center are also incorporated in various inservice training activities.

F. Preservice Section

1. Preservice Personnel Planning

A comprehensive survey of preservice training programs within the state is in progress through cooperative efforts of the Office of Public Instruction and the Consortium of Institutions of Higher Education and Special Education. The results of this survey will provide information on program coursework and practicum experiences, number of preservice students in programs, number of program graduates and number of faculty and area of expertise by program.

The Consortium of Institutions of Higher Education and Special Education consists of representatives from all Montana Institutions of Higher Education offering special education and related area training programs. The consortium serves as an excellent vehicle for providing the leadership needed to develop quality training programs including multi-campus cooperative programs.

2. New Personnel Needed
(See Data Table 1A, 1B, 1C)
3. Needed areas of Preservice Training
New program standards for teacher education (See Attachment 11) have been adopted by the Board of Regents and the Board of Public Education which require that all teachers in training have as part of their Professional Education, coursework that is designed to develop:

Section 48-2.12(3)-S12060

 - (i) Knowledge of the process of human growth, development, and learning, and the ability to apply this knowledge to the teaching of all students, including atypical children.

The new standards reflect Montana's commitment to provide a free, appropriate public education to all handicapped children in the least restrictive environment. It is important therefore, that all teacher trainers be knowledgeable of the provisions contained in PL 94-142 and Montana Special Education statutes and regulations.

4. Preservice Training Agencies

Preservice training in Special Education and related fields is provided by the Montana University System, three private colleges and three community colleges. The Montana University System consists of six Institutions of Higher Learning under the direction of the Board of Regents of Higher Education. Seven appointed members and three ex-officio members, the State Superintendent of Public Instruction, the Commissioner of Higher Education and the Governor constitute the Board of Regents.

The six components of the Montana University System are: Montana State University, Bozeman; University of Montana, Missoula; Montana College of Mineral Science and Technology, Butte; Western Montana College, Dillon; Eastern Montana College, Billings and Northern Montana College, Havre. Private colleges include: College of Great Falls, Great Falls; Carroll College, Helena; and Rocky Mountain College, Billings. Community Colleges are Flathead Community College, Kalispell; Dawson Community College, Glendive and Miles Community College, Miles City.

The Board of Regents has designated Eastern Montana College as the Institution with major responsibility for Preservice Training in Special Education. Special Education degree programs at the undergraduate and graduate level are offered at Eastern for resident students as well as available to students from other campuses seeking a teaching endorsement in Special Education.

Preservice Training programs in Special Education and related areas offered within the State of Montana include:

BA MA PHD

EASTERN MONTANA COLLEGE

Elementary Education	X	X
Secondary Education	X	
Special Education	X	X
Psychology	X	
Rehabilitation and Related Services	X	
Rehabilitation Counseling		X
Early Childhood		
Guidance and Counseling		X

MONTANA STATE UNIVERSITY

Adaptive Physical Education	X	X
Early Childhood	X	
Guidance and Counseling	X	
Elementary Education	X	X
Secondary Education	X	X
Psychology	X	X
Speech	X	

NORTHERN MONTANA COLLEGE

Elementary Education	X	X
Secondary Education	X	
Vocational-Technical Education	X	X

UNIVERSITY OF MONTANA

Elementary Education	X	X	X
Secondary Education	X	X	X
Speech Pathology and Audiology	X	X	
Psychology	X	X	X
Physical Therapy	X		
Guidance and Counseling	X	X	

WESTERN MONTANA COLLEGE

Elementary Education	X	X
Secondary Education	X	X

CARROLL COLLEGE

Elementary Education (Special Education)*	X
Secondary Education (Special Education)*	X
Psychology	X

*Endorsement Area

COLLEGE OF GREAT FALLS

BA MA PHD

Elementary Education (Special Education)*	X
Secondary Education (Special Education)*	X

*Endorsement Area

ROCKY MOUNTAIN COLLEGE

Elementary Education	X
Secondary Education	X
Psychology	X

DAWSON COMMUNITY COLLEGE

Speech Pathology and Audiology	ASSOCIATE OF ARTS
Education	OR
Human Services	PRE PROFESSIONAL
Psychology	

FLATHEAD VALLEY COMMUNITY COLLEGE

Education	ASSOCIATE OF ARTS
Psychology	OR
Human Service Technology	PRE PROFESSIONAL

MILES CITY COMMUNITY COLLEGE

Elementary Education	ASSOCIATE OF ARTS
Secondary Education	OR
Physical Therapy	PRE PROFESSIONAL
Psychology	
Social Work	

G. Dissemination Section

1. Procedures

The State Educational Agency uses a variety of strategies to provide dissemination services to educational practitioners throughout the state. In addition to the dissemination and technical assistance services of the SEA Special Education staff, the Office of Public Instruction provides other dissemination services through the Division of Resources and Assessment.

2. Awareness

Searches of ERIC, NICSEM, SMERC and other computerized data bases of interest to educators are provided by the "MINE" (Montana Instructional Information for Educators) on an annual subscription basis. Full document delivery of ERIC microfiche and photocopies of journal articles are provided as part of this service. In addition to search services of nationwide data bases the "MINE" is now beginning to establish a computerized file of documents, programs, practices and human resources in all areas of education in Montana. This file will include Special Education information where appropriate, and access to the file will be provided through established channels.

3. Dissemination Training

Special Education staff from throughout the state have participated in linker training programs provided through Montana's Dissemination Capacity Building Program funded by NIE, and these persons regularly channel resource requests for local practitioners through the SEA.

4. Instructional Materials and Instructional Programming

Montana is now participating in the National Diffusion Network. The coordinator of the three state facilitators is in the Federal Programs Unit, and is conveniently located, both organizationally and physically, to coordinate NDN activities with the SEA Special Education Staff.

H. Adoption of Educational Practices

1. Procedures

The adoption of promising educational practices and materials by local school districts are carried out in a variety of ways. Assistance is provided to local districts wishing to adopt validated programs through the use of ESEA Title VI-C funds. Many special education programs in Montana have benefited from this assistance.

Inservice training workshops also allow for the introduction and exchange of new educational practices and materials among program staff.

2. Reassessment of Educational Practices

Each school district is required to submit a program narrative as part of the annual budgeting process. This narrative provides an opportunity for the reassessment of local educational practices.

3. Human and Material Resources

The human and material resources which assist in meeting the state's personnel preparation needs are extensive. The development of special education programs in Montana has increased dramatically in a relatively short period of time. Preservice and inservice training programs have made a positive impact on programs at the local level. While the extent and quality of educational services to handicapped children has increased, there remains a need for a more efficient use of human and material resources in this rural state.

I. Technical Assistance to Local Education Agencies

The state education agency (SEA) provides technical assistance through the following activities: on-site monitoring visitations of local educational agencies, compliance investigations and review of district policies and forms.

During monitoring investigations, the state monitoring team meets with administrative special education staff members and regular education staff to discuss inservice needs and provide technical assistance. Student files are reviewed with the special education staff to provide individual technical assistance as needed.

Instructional techniques and materials are also discussed upon request. The monitoring team meets with parents to help clarify parental rights and responsibilities while gathering inservice requests.

If the district is found to be out of compliance with state and federal regulations, additional visitations are made to offer further technical assistance. The local education agency (LEA) staff is also invited to attend regional and statewide inservice training workshops that specially address their needs.

Technical assistance is also provided through compliance investigations in which a state staff member visits the LEA and meets with those people concerned with the particular complaint.

The third activity in which the SEA offers technical assistance is through review of LEA policies and forms. The SEA has developed sample forms to assist districts in meeting state and federal special education regulations. This assistance is provided through LEA requests.

J. Evaluation

The CSPD described in detail in this Section represents a massive intercoordinated effort to insure the provision of adequately trained competent personnel to serve the unique needs of all handicapped children in Montana. The ongoing and eventual success of the undertaking will be reflected in the quantity and quality of educational services provided to all handicapped children. No single evaluative technique or process can begin to effectively assess the entire system. The following discussion outlines the major evaluation attempts to be used in monitoring the CSPD. Depending upon evaluation feedback at any point modification will be made in training programs which will also effect the specific evaluation strategies to be employed.

Major sources of data:

Comprehensive needs assessment. Information regarding the specific personnel needs will be collected from the following sources:

- A. Annual CSPD needs assessment. As represented in this report all school districts and state operated programs will be assessed each year to determine the specific training needs as perceived by direct service providers.
- B. Informal needs assessment as part of the routine on-site monitoring of local special education programs.
- C. Formal and informal contact with various services provided (school and other agencies) institutions of higher education, etc. The baseline data provided by the comprehensive needs assessment and other data discussed above will provide the bench

mark for evaluating the various training and development activities. Workshops, conferences, etc. will be designed to address in priority order the areas of training needed.

This aspect of evaluation will involve collecting the total number of personnel trained by type of training and by type of participant and by training area. (i.e. awareness, knowledge, skill practice, skill/application and regular education teacher, special education teacher, etc. and IEP, non discriminatory testing, etc.) This will allow the assessment of progress to meeting the stated needs and allow reallocation of resources to relatively unserved areas.

Secondly, each individual workshop activity will be assessed for quality by the following procedures. Workshop objectives will be stated for each activity and participants will be asked to judge the appropriateness of the workshop in meeting their specific needs. At the conclusion of each workshop (etc.) participants will be asked (by rating form) to evaluate the effectiveness of the workshop in meeting its stated objective and the specific effectiveness of various aspects of the workshop presentation. These evaluative data will be used to select topics and audiences for future presentation and to select effective formats, locations and presentors.

In addition the ongoing comprehensive needs assessment data will be used to monitor the overall effectiveness of the comprehensive training system. That is, as training in certain areas with specific target audiences has been completed these areas - audiences should show a much lower relative need for additional training.

Also as shifts or improvements in preservice training occur the comprehensive needs assessment should show a reduction in inservice needs.

DATA TABLE #1
NUMBER OF PERSONNEL CURRENTLY
PROVIDING SERVICES TO HANDICAPPED
CHILDREN AS OF DECEMBER 1, 1979

*Self-contained classrooms and Resource Rooms are non-categorical

PART B--DATA TABLE #1A

PROJECTED NUMBER OF ADDITIONAL PERSONNEL* (IN FULL TIME EQUIVALENTS)
NEEDED TO MEET/MAINTAIN THE FULL EDUCATIONAL
OPPORTUNITIES GOAL FOR HANDICAPPED
CHILDREN IN THE SCHOOL, YEAR 1980-1981

Personnel needed for 1980-1981 in addition to those currently employed

PART B--DATA TABLE #1B

PROJECTED NUMBER OF ADDITIONAL PERSONNEL* (IN FULL TIME EQUIVALENTS)
NEEDED TO MEET/MAINTAIN THE FULL EDUCATIONAL
OPPORTUNITIES GOAL FOR HANDICAPPED
CHILDREN IN THE SCHOOL YEAR 1981-1982

Mental- Capacity Disabilities	Personnel	1 Special- Education Teachers	2 Psychol- ogy	3 School- Social- Workers	4 Physical Therapists	5 Occupat- ional Therapists	6 Recreational Therapists	7 Speech- Patho- logists	8 Assist- ive Aids	9 Teacher Aids	10 Vocational Education Teachers	11 Work-Study Coordinators	12 Physical Education Teachers	13 Recreational Education Teachers	14 Therapists	15 Super- visors	16 Other Non- Instructional Staff	17 TOTAL
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(r)
TOTAL	25	6	0	3	1	0	10	1	5	1	1	2	0	0	2	1	58	
MENTALLY RETARDED	3																	
HARD OF HEARING		2																
(c)																		
(d)																		
SPEECH IMPAIRED		1																
(e)																		
VISUALLY HANDICAPPED		0																
(f)																		
SERIOUSLY EMOTIONALLY DISTURBED		2																
(g)																		
ORPHANED/ADOLESCENTLY IMPAIRED		3																
(h)																		
HEALTHS IMPAIRED		0																
(i)																		
SPECIFIC LEARNING DISABILITIES		0																
(j)																		
DEAF-BLIND		11																
(k)																		
MULTIHANDICAPPED		0																
(l)																		

*Personnel needed for 1981-1982--assume that your State's previous year's personnel needs (Table #1A) have been met.

PART B--DATA TABLE #1C

PROJECTED NUMBER OF ADDITIONAL PERSONNEL* (IN FULL TIME EQUIVALENTS)
NEEDED TO MEET/MAINTAIN THE FULL EDUCATIONAL
OPPORTUNITIES GOAL FOR HANDICAPPED
CHILDREN IN THE SCHOOL YEAR 1982-1983

Handicapped Conditions		1 Personal	2 Physical Education Teachers	3 School Social Workers	4 Physical Therapists	5 Occupational Therapists	6 Speech Pathologists	7 Speech Pathologists	8 Audiology	9 Teacher Aids	10 Vocational Education Teachers	11 Work-Study Coordinators	12 Physical Education Teachers	13 Recreation Therapists	14 Diagnostic Therapists	15 Supervisors	16 Other Non-Instructional Staff	17 Total
MENTAL RETARDATION	(a)	19	5	0	2	1	0	8	1	3	1	1	2	0	0	2	1	46
MENTAL RETARDATION	(b)																	
MENTAL RETARDATION	(c)																	
MENTAL RETARDATION	(d)																	
MENTAL RETARDATION	(e)																	
MENTAL RETARDATION	(f)																	
MENTAL RETARDATION	(g)																	
MENTAL RETARDATION	(h)																	
MENTAL RETARDATION	(i)																	
MENTAL RETARDATION	(j)																	
MENTAL RETARDATION	(k)																	
MENTAL RETARDATION	(l)																	
MENTAL RETARDATION	(m)																	
MENTAL RETARDATION	(n)																	
MENTAL RETARDATION	(o)																	
MENTAL RETARDATION	(p)																	
MENTAL RETARDATION	(q)																	
MENTAL RETARDATION	(r)																	
MENTAL RETARDATION	(s)																	
MENTAL RETARDATION	(t)																	
MENTAL RETARDATION	(u)																	
MENTAL RETARDATION	(v)																	
MENTAL RETARDATION	(w)																	
MENTAL RETARDATION	(x)																	
MENTAL RETARDATION	(y)																	
MENTAL RETARDATION	(z)																	
MENTAL RETARDATION	(aa)																	
MENTAL RETARDATION	(bb)																	
MENTAL RETARDATION	(cc)																	
MENTAL RETARDATION	(dd)																	
MENTAL RETARDATION	(ee)																	
MENTAL RETARDATION	(ff)																	
MENTAL RETARDATION	(gg)																	
MENTAL RETARDATION	(hh)																	
MENTAL RETARDATION	(ii)																	
MENTAL RETARDATION	(jj)																	
MENTAL RETARDATION	(kk)																	
MENTAL RETARDATION	(ll)																	
MENTAL RETARDATION	(mm)																	
MENTAL RETARDATION	(nn)																	
MENTAL RETARDATION	(oo)																	
MENTAL RETARDATION	(pp)																	
MENTAL RETARDATION	(qq)																	
MENTAL RETARDATION	(rr)																	
MENTAL RETARDATION	(ss)																	
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*Personnel needed for 1982-1983: time at your disposal for it's previous personal needs (Table #1B) have been met.

PUBLIC HEARING COMMENTS AND RESPONSES FOR FY 1981-83 STATE PLAN



Montana Special Education Advisory Panel Recommendations for FY 1981-83

1. Advisory Panel Recommendation:

Page 33: Include study of State Funds under C.

Office of Public Instruction Response: Office of Public Instruction adopted recommendation.

2. Advisory Panel Recommendation:

Page 30: Omit number 3, 5, 6 and 7 from use of set aside dollars.

Flow-through dollars for those projects to school districts.

Office of Public Instruction Response: The Office of Public Instruction has accepted the recommendation with the exception of number 3.

Preschool project money will remain under set aside.

3. Advisory Panel Recommendation:

Page 31-32: Omit numbers 3 and 4.

Office of Public Instruction Response: Same response as to above - Page 30.

Public Hearings and Comments, Billings, Montana

The following persons attending and/or made comment regarding the FY 1981-83 State Plan.

Name	Address	Organization/Affiliation
1. Carol Reitz	Room 302, Courthouse, Billings	Yellowstone-West/Carbon
2. Pat McNeive	Lockwood Schools	East Yellowstone County
3. Roberta Snively	Box 550, Hardin, Montana	Big Horn County Superin
4. Ellen Alweis	3024 Macona Lane, Billings	Citizen
5. Ron Sexton	2111 Fairway Drive, Billings	Citizen
6. Garret Franks	Big Timber, Montana	Administrator
7. Robert P. Otheim	Wilsall, Montana	Administrator
8. Dean Thornton	Gardiner, Montana	Administrator
9. Edward R. Laird	Billings Public Schools	Administrator-Special E
10. Kay Walker	Institute for Habilitative Services E.M.C., Billings	Project Sunrise
11. Chet Johnson	1530 Alkali Creek Road, Billings	Administrator-Special E

ELLEN ALWEIS

1. Comment:

Page 30 - Model programs for Vocational Education component should be added to pages 31 and 32 and should include urban as well as rural districts.

Office of Public Instruction Response:

This component has been omitted for FY 1981-83 based upon State Advisory Panel recommendations. The reduction of State funds has prompted much statewide concern for the use and availability of federal dollars. In light of those concerns, the Office of Public Instruction has opted to flow-through those dollars which would have been used for items 5, 6 and 7 on page 30 as well as item 4 on pages 31 and 32.

2. Comment:

I would like individual copies made available to parents and others by direct mail.

Office of Public Instruction Response:

Copies of the 1981-83 Plan were made available to over 220 individuals and organizations including parent groups throughout the state. Individual copies were available upon request and notification was made in all Montana newspapers as well as through school district officials, all state agencies, parents and advocacy groups.

3. Comment:

I would like more time to review the plan. While 30 days is the minimum required by law, I would appreciate more time.

Office of Public Instruction Response:

This point is well taken and attempts will be made in the future to meet your request.

Public Hearings and Comments, Helena, Montana

The following persons attending and/or made comment regarding the FY 1981-83 State Plan.

Name	Address	Organization/Affiliation
1. Ken Card	810 9th Avenue, Helena, Montana	Office of Public Instruction
2. Margaret Ulvestad	1215 8th Avenue, Helena	DD/MAP, Inc.
3. Marilyn Pearson	1417 Helena Avenue, Helena	Easter Seal
4. Larry Holmquist	Box 162, Belgrade, Montana	Gallatin/Madison Co. Coop
5. Ronald Fanyak	Warms Springs, Montana	Warm Springs State Hospital
6. Rev. Louis Elvers	Box 586, Boulder, Montana	Parent/Jefferson ARC
7. Mrs. Leona MacPherson	619 Dearborn, Helena	Parent
8. Terry Love	Box 489, Townsend	County Superintendent
9. Shirley DeVoe	55 South Rodney, Helena	Cooperative Director/Helena
10. Ken Kohl	55 South Rodney, Helena	Special Education Admin.
11. Eugene Mack	PO Box C, White Sulphur Springs	Superintendent
12. Judy Gardner	1430 Brady, Helena	Parent

MARGARET ULVESTAD

1. Comment:

Responsibilities of the Office of Public Instruction We still feel (as in our comments of last year) that the State Plan should be greatly strengthened in its recognition of the responsibility of the Office of Public Instruction to assure that state and federal special education laws are complied with at the local school district level. This responsibility is mandated by both state and federal law. In particular, the regulations implementing PL 94-142 require that the state educational agency have the power and accept the responsibility for assuring that each public agency is in fact meeting the educational needs of its handicapped students.

This responsibility goes beyond the mere requirement of assuring procedural regularities at the local level or promulgating standards for local agencies and state operated programs to follow. It involves responsibility for the quality of the entire special education effort as it is implemented by various public agencies (See 45 CFR 121a.600, and comments thereto). While the State Plan does identify monitoring efforts and standards established by the Office of Public Instruction, and these go further than last year's, we still feel it does not go far enough in describing the responsibilities of the Office of Public Instruction in this regard or in providing concrete information, timetables, etc. for the exercise of this responsibility.

Office of Public Instruction Response:

The Office of Public Instruction does indeed recognize its responsibility as outlined in PL 94-142 Section 121a.601. Pursuant to their responsibility the Office of Public Instruction conducts on-site monitoring visits to local education agencies to insure compliance with state and federal regulations.

2. Comment:

We still feel the 602 Compliance Complaint procedure should be expanded to provide a more comprehensive compliance system, as required by 45 CFR 602. The compliance procedure should identify the rights of a school district or complainant who does not agree with the determination of OPI fact finders, including hearing rights. It should explore the full range of sanctions potentially available to OPI in regard to compliance proceedings, including review of accreditation and mandatory orders. We also feel there should be an assurance that the availability of this mechanism be widely disseminated to local districts and parents.

Office of Public Instruction Response:

The Office of Public Instruction will be publishing a policy statement of clarification regarding the complaint procedure and hearing rights. The withholding of accreditation as presently adopted by the Board of Public Education is not included as a sanction pursuant to Section 602. The Office of Public Instruction does not have the authority to issue mandatory orders as would the Attorney General or a court of law. The Office of Public Instruction does, however, have the authority to issue administrative orders to local education agencies pursuant to 602, and state law or regulation. Sanctions by the Office of Public Instruction would include the withholding of state or federal funds.

A memo (outlining the complaint procedure) will be distributed in the near future to all districts, parent groups and other interested persons or organizations.

3. Comment:

We commend you on the vast improvement in the area of special education to students residing in state operated programs. However, we would like to see more discussion of the efforts to be made and the assurances to be had that these students will receive quality education as well as equality of education offered to children residing outside of the state operated programs. We also feel that there ought to be more clarity expressed in the State Plan as well to all others concerned regarding the respective roles and responsibilities of OPI, Department of Institutions, local school districts, and home school districts in the delivery of special education services within the state operated programs.

Office of Public Instruction Response:

The Department of Institutions has adopted "standards for educational programs in state operated programs. Copies of this document are available from the Department of Institutions or the Office of Public Instruction. Additionally, a memorandum of agreement has been developed between the Department of Institutions and the Office of Public Instruction regarding roles and responsibilities. The inclusion of local education agencies is the next step to be taken in this effort.

4. Comment:

The current State Plan states that local educational agencies must identify the procedures they are using to fulfill their obligation for Child Find. We feel that the State Plan ought to be stronger in its assurance that the school districts do in fact carry out these activities. OPI should accept responsibility for assuring that a minimum standard of effort is met by all school districts.

Office of Public Instruction Response:

A minimum standard of effort is outlined in each EHA-Part B application submitted by local education agencies. The Office of Public Instruction, however, will not presume to tell local education agencies how to conduct Child Find - only that minimal standards are met.

5. Comment:

We are particularly concerned over the lack of a procedure for appointment of surrogate parents, particularly in light of the improvements expected within the state operated programs. We wish to reiterate comments of last year - the OPI should address more adequately the need to establish a workable system for locating and certifying surrogate parents for those children whose parents are unavailable.

Office of Public Instruction Response:

The responsibility for surrogate parent assignment is currently left to the local education agencies, Section 48-2.18(14)-S18180. However, the Office of Public Instruction is currently drafting a new regulation on surrogate parent assignment and is to be adopted in the near future. The training of surrogates will follow shortly after the rule adoption.

6. Comment:

We also still feel that OPI should commit itself to providing models of informal grievance procedures to local school districts in those cases where a parent or surrogate parent questions the adequacy or procedural correctness of a local special education offering. Due process hearings are addressed, but we feel that exploration, development, and dissemination of model informal grievance mechanisms is critical.

Office of Public Instruction Response:

The informal grievance procedure is a local responsibility. Again, minimal standards are outlined in regulations, however, the Office of Public Instruction will not dictate local policy. A model grievance procedure would be an excellent project for local districts, professional organizations (CASE, SAM), advocacy groups, or parent groups to develop. The Office of Public Instruction would be very willing to consult in such an effort and assist in dissemination activities.

7. Comment:

We would like to comment about informing parents of their rights and responsibilities under special education laws. We commend OPI on its efforts to train parents. However, we would like to see emphasis placed on in fact making information available to parents, rather than merely assuring that information is available. All parents will not be able to attend training workshops, but are still in need of the information.

Office of Public Instruction Response:

It is assumed that parents who are trained in state and local workshops would share this information with other parents and parent groups. The Office of Public Instruction would hope that assistance and statements of need could be rendered by parent and advocacy groups in this effort. Certainly training materials are available to all interested persons upon request from both the Office of Public Instruction and local districts. Perhaps DD/MAP, the Office of Public Instruction and local education agencies could conduct and organize training activities as a singular cooperative effort to meet these needs.

.. Comment:

Use of State Education Agency share of Part B funds

FY 1981 (page 30): We want to stress the importance we see in the following expenditures of Part B Funds: a) Pre -school demonstration projects, b) Augmenting of SOP Educational Programs, and c) SEA Contracts with Parent Groups. We would like to see Items 5 and 6 have a lower priority, and efforts in these areas be directed towards usage of the MUAPS resources.

Office of Public Instruction Response:

The items listed on page 30 are not in order of priority. Pursuant to suggestions made by the State Advisory Panel, the Office of Public Instruction will flow-through to local education agencies all monies not set-aside for numbers 1, 2, 3, 4 and 8.

9. Comment:

FY 1982 (page 31): Same as FY 1981. We are concerned that one year of augmenting state operated educational programs might not be sufficient to insure equality of educational services for those students. We would like to see this included in expenditures for FY 1982, so that if it is necessary there will be monies available.

Office of Public Instruction Response:

The Office of Public Instruction is not responsible for funding Department of Institutions state operated special education programs. A clear distinction is made in state law regarding this fact. The Office of Public Instruction is responsible for assuring a free and appropriate education to all handicapped children in Montana, but this does not mean funding it. Unless all state agencies, parent and advocacy groups cooperate and make a joint effort to approach the state legislature in 1981 the issues and problems in state operated programs will continue to go unaddressed, much less resolved.

10. Comment:

FY 1983 (page 32): Same as FY 1982, with the exception of SOP augmentation we feel that they should be up to par by that time.

Office of Public Instruction Response:

Same as #9.

11. Comment:

Proposed Activities of Montana Special Education Advisory Panel

We would hope that more detail would be forthcoming from the Panel itself, as we understand is to occur. We also hope that timelines will be stressed more in the forthcoming years, so that they do in fact have an opportunity to actually comment and be actively involved in special education issues on the state level.

Office of Public Instruction Response:

The State Advisory Panel did review and comment on the Plan. See first page of this section.

12. Comment:

Personnel Development We commend OPI on its expected efforts in this area. We recognize the difficulties in attracting specialists in some of the more rural areas, but we feel more stress by OPI ought to be placed on assuring that LEAs make a concerted effort to attract these personnel.

Office of Public Instruction Response:

So noted.

13. Comment:

Pre-School Again, it is unfortunate that the 1979 Montana Legislature reduced pre-school programs for handicapped children to a discretionary program. This state will pay the cost for this misplaced economy for many years to come - unless we can change it in the future. We commend OPI for its continued efforts to maintain and establish pre-school programs for handicapped. The pay back will be great.

Office of Public Instruction Response:

Agreed.

LARRY HOLMQUIST

1. Comment:

Page 19 - the statement, "Any evidence that children have been awaiting comprehensive assessment beyond the allocated time will result in specific

corrective actions with appropriate timelines," is incorrect.

Office of Public Instruction Response:

Agreed. The phrase, "...beyond allocated time..." now reads "...beyond a reasonable time...".

2. Comment:

Page 20 - State education agencies responsibility for all education programs - Where is agreement?

Office of Public Instruction Response:

The agreement is available upon request from Department of Institutions or the Office of Public Instruction. The development of State Standards for institutional programs is in the final process of approval. Upon approval the agreement will become part of the State Plan.

The interagency agreement is still in effect, but does not relieve any local education agency of its responsibilities under PL 94-142. All local education agencies remain responsible for assuring all requirements of Part B.

There now exists an interagency committee which is to review and make decisions regarding specific issues. We would recommend that any local district or organization take any issues, problems or complaints to that committee for resolution. Contact Shirley Miller for more information in that regard.

3. Comment:

What will happen in the future regarding unapplied for flow-through dollars?

Office of Public Instruction Response:

All unapplied for flow-through dollars will be apportioned to all eligible applicant school districts or targeted to local education agencies on an "as need" basis.

4. Comment:

Timelines should be established in the State Plan for local education agency application under Part B.

Office of Public Instruction Response:

The state education agency is responsible for administering Part B dollars and must establish application procedures. This includes the designation of a deadline date. Further, it is impossible to set a date in the State Plan since approval dates on the Plan from the Bureau of Education for the Handicapped are unknown.

RONALD FANYAK

1. Comment:

Page 18 - The Standards referred to are not in the Plan.

Office of Public Instruction Response:

True. The Standards have yet to be adopted by Department of Institutions. When they are adopted and approved by the Office of Public Instruction they will become an attachment and distributed to all persons receiving copies of the Plan.

2. Comment:

Page 20, item 14 - Memorandum of Agreement. Local education agencies are responsible for educational programs in institutions if "standards" are not met by any state operated program.

Office of Public Instruction Response:

This statement is based upon an Office of Civil Right policy statement. Pursuant to Section 121a.600 of Part B regulations the development of standards and memorandum of agreement between agencies would appear to clarify roles and responsibilities of cooperating agencies. The Office of Public Instruction, however, will be investigating this question further with the Bureau of Education for the Handicapped, and will publish a review of policy clarification at a later date.

JUDY GARDNER

1. Comment:

I am in favor of contracts with parent groups as outlined on page 30.

Office of Public Instruction Response:

This item of the 1981-83 grant has been omitted as a result of funding restrictions and State Advisory Panel recommendation.

SHIRLEY DEVOE

1. Comment:

Page 18, number 5 - The collection of Child Find is of concern.

Office of Public Instruction Response:

End of year reports from the Office of Public Instruction for 1980 will require the reporting by local education agencies of all children located, identified and evaluated during FY 1979. The Office of Public Instruction bulletin #3 outlines that requirement - see memo packet from Shirley Miller dated February 20, 1980.

2. Comment:

Page 11 of the Incentive Grant - Evaluation procedure should not include the development of an IEP.

Office of Public Instruction Response:

Agreed. This page has been amended with "IEP" replaced with "CST".

Public Hearings and Comments, Kalispell, Montana

The following persons attending and/or made comment regarding the FY 1981-83 State Plan.

Name	Address	Organization/Affiliation
1. Dorothy Beamer	Whitefish, Montana	Special Education Director
2. Claudia Potts	232 Pheasant, Kalispell	Evergreen Coop Director
3. Carolyn Lee Dick	1105 Montford Road, Kalispell	Parent
4. Marguirtte Best	584 4th Ave., Kalispell	Teacher-Century Club
5. Lida J. Wheeler	15 3rd Avenue East, Kalispell	Administrator-Century Club
6. Elizabeth Paul	419 4th Avenue E., Kalispell	Secretary-Century Club
7. Lavonne Koenig	130 Church Dr, Kalispell	Parent
8. Wally Vinnedge	523 5th Ave E, Kalispell	County Superintendent Schools
9. Kenneth Tintinger	School Dist #5, Kalispell	Asst. Dir. Special Services
10. Alden Beller	School Dist #5, Kalispell	Director of Special Education
11. Sandra Kelley	905 4th Ave W, Kalispell	Parent
12. Penny Underwood	418 Mineral Ave., Libby	County Superintendent Schools
13. Donald Waldron	111 E Lincoln Blvd., Libby	Asst. Supt. Libby Schools
14. John Copenhaver	School Dist #5, Kalispell	Director Flathead Coop

DOROTHY BEAMER

1. Comment:

Page 33 - Activities listed seem to prohibit other functions of State Advisory Panel.

Office of Public Instruction Response:

This section was not written to limit the Panel in its function - only to suggest areas of concern to be addressed. Also, prior to any Panel meeting - as outlined in the Bylaws - an agenda is developed and may include any and all topics for discussion or study.

2. Comment:

Page 6 and 15 of the Preschool Incentive Grant. Numbers of handicapped children served is not clear.

Office of Public Instruction Response:

The figure at 1,205 on page 6 refers to the number of children served on December 1, 1978; whereas, the figure of 1,071 on page 15 refers to the number of preschool youngsters served at present - December 1, 1979. Clearly, as a result of legislation a number of preschool programs have been eliminated.

3. Comment:

I would like to see the Office of Public Instruction take a more active role in "Child Find" among other agencies.

Office of Public Instruction Response:

The Office of Public Instruction is a member of the State Interagency Committee. Also, the Office of Public Instruction is presently writing a State Implemented Grant which provides for the planning and continued development of Child Find among state agencies and local education agencies. The Office of Public Instruction will also be hiring a State Child Find Coordinator for 1980.

4. Comment:

Page 13, the word "all" should be omitted from last paragraph re: costs.

Office of Public Instruction Response:

Agreed.

DON WALDRON/PENNY UNDERWOOD

1. Comment:

It is not reasonable as outlined on page 47 for school districts (Libby) to take teachers out of school to send them for training elsewhere. We cannot get substitutes to accommodate this. How about workshops in the summer or on weekends?

Office of Public Instruction Response:

It is the intent of the Office of Public Instruction to provide inservice training opportunities which are available during the school year and during the summer. These workshops are scheduled in cooperation with the local education agencies to be held on-site as well as regional and state-wide workshops. For further information please contact Dr. Ron Lukenbill.

2. Comment:

Are there a number of inservice training credit hours required per teacher or administrator as outlined in the State Plan.

Office of Public Instruction Response:

No. The only requirement under Part B of inservice training is that local education agencies ensure that professional personnel are trained to serve the handicapped children in their care.

3. Comment:

Page 13 - Not all cooperatives are made up of district superintendents.

Office of Public Instruction Response:

Agreed. The word "superintendents" has been changed to "designees."

4. Comment:

Page 16 - Child Find Booklets should be reviewed by State Advisory Panel

Office of Public Instruction Response:

Agreed.

5. Comment:

Page 20 - transportation of private school children. Are you talking about kids going from private school to public school or what?

Office of Public Instruction Response:

This section of the plan is referring to the responsibility of local education agencies to provide the transportation of private school children in order that the children receive services at the public schools.

6. Comment:

Where are transportation funds on page 30 being taken from?

Office of Public Instruction Response:

These are dollars which are "set-aside" as part of the Office of Public Instructions portion of the total FY 1981-83 grant.

7. Comment:

Who are State Advisory Panel Members on page 38? Also, who is the other bo listed?

Office of Public Instruction Response:

A list of Advisory Panel Members is available to the public by writing to Shirley Miller, State Director of Special Education. The list of participants of each of the other boards listed on pages 38-39 are included in the FY 1979 State Plan.

8. Comment:

Page 48 - What is relationship of preservice to survey sent out by the Office of Public Instruction? What is the Comprehensive Survey?

Office of Public Instruction Response:

Universities did not complete the needs assessment survey form. The forms were sent to local education agencies only by the Office of Public Instruction in December 1979.

The Comprehensive Survey is a list of preservice training programs available at Montana Universities; four year colleges and community colleges.

Written comments by personnel in the Inservice Training Needs Assessment Survey are taken into account and included on page 43 - additional areas of inservice training.

ALDEN BELLER

1. Comment:

I feel these needs to be more cooperation between parents and schools regarding inservice training.

Office of Public Instruction Response:

Agreed. The inservice training component outlined in regulation does afford cooperation and it is hoped districts and parents will conduct workshops together.

2. Comment:

Page 44 - Surrogate parent - Need direction regarding the appointment of surrogates.

Office of Public Instruction Response:

The Office of Public Instruction will be adopting a new rule regarding surrogate parents in 1980.

CLAUDIA POTTS

1. Comment:

Page 47, number 5 - The CEC conference date is not correct.

Office of Public Instruction Response:

The words "...in April, " have been omitted in number 5 of page 47.

2. Comment:

Page 52 - Dissemination activities should be more specific and include local education agencies.

Office of Public Instruction Response:

The Office of Public Instruction has involved local education agencies and hopes to increase efforts in the future for the dissemination of materials. For further information contact Ron Lukenbill.

KEN TINTINGER

1. Comment:

Page 45, 1b - Training programs imposed by the Bureau of Education for the Handicapped do not take into account labor relations, funding, staff time, etc.

2. Comment:

Page 5, item 5 Preschool Grant - Would like more information regarding "Child Find" requirements.

Office of Public Instruction Response:

Workshops were conducted by the Office of Public Instruction in the summer and fall of 1979 regarding Child Find and preschool screening. Child Find requirements are also outlined in both state and federal regulations.

Additional workshops and handbooks will be provided by the Office of Public Instruction in 1980.

ADDITIONAL WRITTEN TESTIMONY RECEIVED BY THE OFFICE OF PUBLIC INSTRUCTION

JOEY LILLEMON, Executive Director, United Cerebral Palsy Association of Montana,

1. Comment:

We hope that Preschool Demonstration Grants (page 30) and contracts with parent groups would not be cut as these are very important aspects of special education.

Office of Public Instruction Response:

The preschool project will remain in the grant, while parent contracts have been omitted. This decision was based on the State Advisory Panel meeting recommendation in March 1980.

2. Comment:

Page 45 refers to many types of training; however, I noticed no mention of training for teachers dealing with the minimally handicapped child.

Office of Public Instruction Response:

Number 1, b on page 45 includes training activities for teachers of the mildly handicapped.

MS. JEANNE E. BOEHM

1. Comment:

Page 12 - I feel a timetable needs to be included for ages three to five and eighteen to twenty-one. 20USC1412 says a state shall demonstrate to the Commissioner that certain conditions are met. One of those specific conditions, 20USC1412(2)(B), is a free appropriate public education will be available for all handicapped children between the ages of three and eighteen within the state not later than September 1, 1978 and for all handicapped children between the ages of three and twenty-one within the state not later than September 1, 1980. The exception to those timetables does not apply in Montana because application of the federal law is not inconsistent with State law or practice or the order of any court as defined by 45 C.F.R. 121a.300 (b)(5)(1979). The required timetables are not included for handicapped children aged three to five and eighteen to twenty-one. The word "may" in the state plan does not define a timetable and only indicates that special education to those ages is permissive.

Office of Public Instruction Response:

The Office of Public Instruction has requested a legal opinion on this matter of the Attorney General as well as agency counsel. The Attorney General felt it inappropriate to comment. The Office of Public Instruction legal counsel offered the following opinion.

The language used in sections 20-7-411 and 20-7-412, M.C.A., both before and after the amendments made to those statutes, brings the exception in 20 U.S.C. 1412(2)(B) into play. Montana is not in fact providing preschool special education programs. The districts that have established such programs have done so as a matter of discretion. They may also terminate such programs as a matter of discretion. Even without the amendments made to sections 20-7-411 and 20-7-412, M.C.A., a school district that had established a preschool special education program could have terminated it within their discretion prior to September 1, 1980. Now, sections 20-7-411 and 20-7-412, M.C.A., allow a school district to establish or to terminate a preschool special education program both before and after September 1, 1980. However, the school district would not have the discretion to terminate a preschool special education program after September 1, 1980, if the school district is providing a preschool program to the non-handicapped. If such a program is being provided to the non-handicapped, then a program for the handicapped could not be terminated without terminating the program for the non-handicapped. Likewise, if a school district is providing a preschool program for the non-handicapped after September 1, 1980, then the school district may be required to establish such a program for the handicapped. Furthermore, 12 C.F.R. section 121a.300(4), may require a school district to provide every parent of a handicapped child, ages three through five, with a due process hearing under 20 U.S.C. section 1415 when they seek to terminate such a program. This regulation states:

"(4) If a public agency provides education to a handicapped child in any of these age groups, it must make a free appropriate public education available to that child and provide that child and his or her parents all of the rights under Part B of the Act and this part."

A school district then can terminate its preschool education program under the authority of 12 U.S.C. 1412(2)(B) and sections 20-7-411 and 20-7-412, M.C.A. However, in taking such an action, the school district may be required to provide a due process hearing to each child and the parents of the child. Of course, while the hearings are being conducted, the preschool special education program must continue in operation while the matter is being heard. If the decision made by the hearing officers is appealed into court, the program would have to continue in operation under the provisions of 20 U.S.C. section 1415 until a final decision is reached.

2. Comment:

On page 13, in the last paragraph - It is mentioned that local districts are required to make up any differences. The state should make sure that the local school districts do in fact make up the difference. They should not be allowed to cut their budgets to operate solely on state and federal money. In Missoula, cuts have been made to keep the budget down so only state and federal money is used. Those cuts included direct services to children. It was not the intention of the legislators to cut direct service but merely transfer some of those costs to local districts.

Office of Public Instruction Response:

Regulations under EHA-Part B do require local education agencies to demonstrate a maintenance of effort in funding as a requirement for receipt of federal funds. The Office of Public Instruction does stipulate this requirement in a statement of assurance from all districts receiving Part B dollars.

MS. SANDRA KELLEY

1. Comment:

Page 2 - The matter of priorities must be questioned. Priorities refer to children unserved prior to September 1, 1978.

Office of Public Instruction Response:

Page 2 is an assurance page written by the Bureau of Education for the Handicapped. The page must be included as written. The intent of prioritized statements in federal regulations is a stipulation made to ensure that each state receiving Part B dollars will use those dollars first on children who are unserved or underserved. The intent is not to deny any handicapped child service.

2. Comment:

Page 2 - With reference to Section 612 of the Act, (C) there are still handicapped children unidentified and unserved. The state needs a clear plan for serving these children especially at the junior high and high school level.

Office of Public Instruction Response:

If you know of any unidentified or unserved handicapped children in Montana, the Office of Public Instruction would hope you would make a referral to your local school district or to the Office of Public Instruction. The Office of Public Instruction does have an extensive "Child Find" campaign by which information is distributed and referrals made.

3. Comment:

No provision has been made for systematic input.

Office of Public Instruction Response:

Copies of the State Plan were made available statewide. Notice of the State Plan Hearings is made available statewide through news releases and memos. Comment may be made by writing the Office of Public Instruction.

4. Comment:

Children are continually discriminated against on the basis of handicap, both in this plan (page 45) and in local districts and state operated programs.

Office of Public Instruction Response:

Your reference to page 45 is not clear in terms of discrimination. Again, if you know of any such instances of discrimination as outlined in your comment, you should contact the Office of Public Instruction regarding the specific complaint.

5. Comment:

Page 10 - I object to only a few weeks to review the State Plan. Objection is made to the requirement of written testimony be submitted the day of the Hearing.

Office of Public Instruction Response:

The State Plan was made available 30 days prior to the hearing date as outlined in law. Written testimony must be postmarked no later than the hearing date. Clearly, a deadline date must be established if the Plan is to be submitted on time.

6. Comment:

Page 13 - Cooperatives - A board for cooperatives should be comprised of equal numbers of administrators and consumers.

Office of Public Instruction Response:

Cooperatives are established locally and approved by the Attorney General of Montana. The composition of boards is established locally by the Cooperative Agreement.

7. Comment:

Page 15 - Child Find - A detailed plan needs to be developed to reach those handicapped students who have left school, age 16 to age 21, who are out of school presumably due to unmet needs and lack of service or identification of the handicap in g condition. This plan needs to include those who are in institutions, and those who are not in institutions. These latter are definitely under the threat of being institutionalized due to their lack of skills and lack of training.

Office of Public Instruction Response:

Montana's Child Find for FY 1981-83 will include the addition of a full time Child Find Coordinator (see Preschool Grant and SIG reference). The Office of Public Instruction also plans, if funds are available, to expand Child Find efforts. Child Find efforts are, however, still a responsibility of all local education agencies and state operated programs for children birth to twenty-one in their educational jurisdiction.

8. Comment:

Page 19 - Monitoring of this requirement has to involve more than checking the appropriate box on a piece of paper. There must be follow through to guarantee, by independent evaluation if necessary, that a student has not been misevaluated. There also must be a system - perhaps an interview with the parent to determine whether or not the child's needs are actually being met in his/her IEP. Perhaps a questionnaire, to be filled out by the parent, and mailed directly to OPI would be another way to guarantee this part.

Office of Public Instruction Response:

Monitoring does involve much more than merely checking a box on a chart. On-site reviews of local education agencies by the Office of Public Instruction are extensive. Followup visits are included as well as parent interviews. Local education agencies are issued reports of all Office of Public Instruction visits with timelines and corrective actions (if appropriate) outlined.

9. Comment:

Page 19 - OPI is to be commended for recognizing the learning disabled students.

Office of Public Instruction Response:

Thank you. More work is being done at this time with regard to learning disabled diagnosis and definition.

10. Comment:

Page 30 - The State is to be commended for the eight programs it has proposed. Preschool is definitely important. Also needed is assistance for local education agencies in locating funding sources so that programs initiated are able to continue.

A cooperative program might be one method to reach handicapped students in areas that otherwise not qualify for Part B funds. It could be a way to prevent the establishment of many "little gods" as they supervise their small departments, and cause a real cost benefit through cooperative buying, elimination of duplicate personnel, etc.

Contracts with Parent groups: a definite identified need, not presently met in any other way in Montana. The State is to be commended for including this in its proposal.

Office of Public Instruction Response:

Based upon the State Advisory Panel recommendations, "set-aside" monies will be made available on a flow-through basis to local education agencies except for Preschool, Child Find, state operated program funds, and transportation activities outlined on pages 30-32.

11. Comment:

Page 33 - State Advisory Panel - Several comments on this panel have been made already. Additionally, provision needs to be made for routine consumer input. The topics under consideration by the committees and the committees are set up as a result of recommendations by Shirley Miller, Director of Special Education, Office of Public Instruction. Thus, the unique situation is created whereby the Office of Public Instruction advises itself.

This is further perpetuation by the inclusion of one or two staff members on each committee. This provides for total control of the advice by the Office of Public Instruction.

As proof of this, you have the statement of Alden Beller, member of one committee that recommended transferring \$100,000 from local education agencies to Boulder River School and Hospital. In his newspaper article of February 27, 1979, he stated that his committee had "no choice" but to use the money in that way.

Office of Public Instruction Response:

Consumer input into the Advisory Panel may be made by writing Mr. Lyle Grayson, Billings Public Schools. Interested persons are always welcomed and may be placed on the Panel's agenda.

Subcommittees of the Panel were determined by the Panel. Office of Public Instruction staff are used for consultation only - they have no vote. It is untrue that the Office of Public Instruction has "total control of the advice given by the Panel. Evidence of this may be noted by the Panel's recent recommendation for cuts on pages 30-32. Remember, the Office of Public Instruction wrote the Plan.

The "no choice" statement by Alden Beller seemed to be referring to the lack of alternatives, rather than any control from the Office of Public Instruction. Your statement is totally incorrect.

12. Comment:

Page 34 - Expenditures for Personnel Development - 5% for State and Advisory Panel Members, 2% for parents and/or parent groups. This is an inequitable distribution of funds since there are many more parents and/or parent groups than combined staff and panel members.

Office of Public Instruction Response:

By law State Advisory Panel members must be reimbursed for expenses and are to be included in inservice training activities. The Panel is made up of representatives of all parts of the community.

13. Comment:

Page 35 - Local allocation of funds - It is the responsibility of the State to provide a free, appropriate public education to ALL handicapped children in the state regardless of severity of handicapping condition and regardless of place of residence in the state. Of the 48% of school districts that do not, for some reason, qualify for Part B funds, the State of Montana still has an obligation under PL 94-142 to educate the handicapped children residing therein, according to all the provisions of PL 94-142. 121a.750 Comments. "The population of children the State may count for allocation purposes may differ from the population of children to whom the state must make available a free appropriate public education..." (example, State located 14%, funded only for 12%) "In that case, the State must make free appropriate public education available to all of those handicapped children."

Since the State is responsible, the state plan must include plans for provision of services to all these children - including the 48% school districts that do not qualify for Part B funding.

State plans must also include the residents of institutions, age 0-21. Dependent, neglected, delinquent children residing in institutions have the same rights as other children. Children whose handicap is so severe that they, also, must reside in an institution, have a right to a free, appropriate public education (FAPE).

Office of Public Instruction Response:

The state education agency has the responsibility to ensure that FAPE is provided - not necessarily to provide those services. All children in the state who are in need of special education services - whether a resident district receives Part B dollars or not - has available to them a FAPE. The Office of Public Instruction recognizes its responsibility to ensure FAPE in state operated programs.

14. Comment:

Page 37 - Goals - Paragraph 3: Regular classroom teachers who work with handicapped children definitely need to be included in all training schedules. To deny training to regular classroom teachers is to discriminate against learning disabled and other mild handicapping conditions - a violation of Section 504 of the Rehabilitation of the Handicapped Act.

Office of Public Instruction Response:

Regular classroom teacher training is an integral part of the Plan - see page 45. Your reference is to a Bureau of Education for the Handicapped instructions given to the Office of Public Instruction.

15. Comment:

Page 40 - This entire page needs to be revised. All teachers who work with handicapped children, including administrators who participate in Child Study Teams and AIDES, need to be trained to the level of Skill Application. Without this knowledge, they can only damage the child.

Office of Public Instruction Response:

Page 40 refers to the definitions of categories to be included in the State's Needs Assessment Survey. Again, these definitions are given to the Office of Public Instruction by the Bureau of Education for the Handicapped, we cannot change this page in any way.

16. Comment:

Page 45 - Inservice - a & b: The priorities are in a strange order. One wonders if the priority of the state is simply law. The number one priority needs to be service to handicapped children and for that reason #5 five needs to become #1 - practices and procedures in special education. Secondly, there is no such things a "best" practices and procedures in special education. Even within the same handicapping condition in two different children, one procedure will work and the same procedure will not work on a different child. Within the same child a procedure will work one day, and not the next. The word "best" should be changed to "successful and innovative" procedures. c: Providing training only for teachers of severely handicapped is discriminatory under Section 504 of the Rehabilitation of the Handicapped Act. This line should be changed to read: "Specialized training for all personnel providing any educational service to all handicapped students".

Office of Public Instruction Response:

The training of administrators, regular and special class teachers, support personnel, and others is based on the priority areas listed on page 45. The training content or topics are not listed in priority order but represent areas which personnel must be able to demonstrate competence if they are to provide appropriate educational services to handicapped children.

Best Practices and Procedures in Special Education refers to a variety of practices, procedures, and products which have been found to be successful in developing, implementing and evaluating appropriate educational services for handicapped children and youth.

The specialized training for personnel providing educational services to severely handicapped students is not limited to teachers. Participants in training activities include: administrators, teachers, aides, speech therapists, physical therapists, parent and other involved with severely handicapped student's IEPs.

17. Comment:

Page 48 - Incentives - inservice - Incentives need to be provided to those participating in inservice training.

Office of Public Instruction Response:

Incentives are provided to encourage participation in inservice training. These are described on pages 47-48.

CAROLYN DICK

1. Comment:

The 1981-83 Plan followed closely to the 1980 Plan.

Office of Public Instruction Response:

This comment is not clear nor specific. Guidelines are established by the Bureau of Education for the Handicapped as to what is to be included in State Plans under Part B.

2. Comment:

Of the copies of this Plan, how many were sent to parents and how many commented?

Office of Public Instruction Response:

More than 300 copies were made available to parents, parent groups, administrators, teachers and others. Comments have been received from more than 50 persons and organizations.

3. Comment:

Since Montana is such a large state, why is there not more area cites for public comment on this Plan?

Office of Public Instruction Response:

Three sites were determined in FY 1980 with approval from the Bureau of Education for the Handicapped. Written comments may be submitted without personal attendance at a hearing.

4. Comment:

Page 2, statement 2 - A detailed Plan to state how this will be done.

Office of Public Instruction Response:

The Plan includes several Panels, Committees, and Hearings. See pages 38-39.

5. Comment:

Why are the written comments due on the same day as the Public Hearing? The public may well have more comments and suggestions after the public hearing.

Office of Public Instruction Response:

See response to Sandra Kelley.

6. Comment:

OPI's plan for monitoring concerns me, the district will assume a large financial responsibility and OPI's responsibility to have districts in compliance with PL 94-142 is a MUST.... Complaint procedures should be spelled out to the public in order for Part B monies to keep flowing. OPI's plan sounds good but will it work?

Office of Public Instruction Response:

The Office of Public Instruction will be distributing detailed complaint procedures in the near future.

7. Comment:

The Plan must include an explanation of the different titles. (Title 4, Title 6 and etc.)

Office of Public Instruction Response:

This is not a requirement for inclusion under Part B.

8. Comment:

The Plan should also include the different grants, what for, and who has them at present.

Office of Public Instruction Response:

Same as #7.

9. Comment:

If mention is to be made to House Bills and Resolutions, OPI needs to include the bill or resolution in the Plan as was done in 1979 Bluebook (House Bill 532).

Office of Public Instruction Response:

Reference was made in 1981-83 to FY 1979 as per the Bureau of Education for the Handicapped instructions.

10. Comment:

The plan for the State Advisory Panel should include more parents. Page 24. Fiscal Year 1979 (Bluebook) OPI stated there will be 34 people on the State Advisory Panel. I believe at present there are 28 people on the panel. Requests have been made to OPI for appointment to this Panel and have been denied. More parents are needed on this Panel, who best knows what the educational needs are of the children?

Office of Public Instruction Response:

All persons appointed to the State Advisory Panel are made in accordance with EHA-Part B.

11. Comment:

Montana's Special Education Advisory Panel Subcommittees have OPI staff on them. (Two Staff on all committees but one which has three). Why are these Staff (OPI) on the ADVISORY Panel?

Office of Public Instruction Response:

See response to Sandra Kelley.

12. Comment:

OPI included in their 1979 (Bluebook) names, address on the members of the following committees: The State Advisory Panel, The State Advisory Subcommittee, Committee on Cooperative Manpower Planning, and Interagency Coordinating Committee for Handicapped Children. This needs to be updated and included in this plan.

Office of Public Instruction Response:

Agreed. See attached revisions of Plan. The Committee on Cooperative Manpower Planning membership list is being revised.

13. Page 15 - OPI should include the names of institutions and services that were checked with CHILD FIND and state how many children were found, my concern is with the juvenile department. Very little has been mentioned about these children.

Office of Public Instruction Response:

The Department of Institutions is currently developing "standards" which will be applied to all state operated programs. Within the standards is an outline of a "Child Find" system.

14. Comment:

This Plan should include a detailed paper on monies to be spent and responsibility of these institutions.

Office of Public Instruction Response:

This is not a requirement of State Plans under Part B.

15. Comment:

The Plan should also include actual figures stating the age of the children referred and served by Child Find.

Office of Public Instruction Response:

Page 15 addresses this concern for past years. Child Find in 1981-83 is projected activities only.

16. Comment:

Details in this Plan that are needed are qualifications of the present special education teachers, resource teachers, content teachers and their aides. Do they have any training in specific handicap conditions, if so what area? Do they have training in both elementary and secondary education for the handicapped?

Office of Public Instruction Response:

This is not a requirement of State Plans under Part B.

17. Comment:

The consumer should be given a name and district number of these schools that do not qualify for special education. Page 35.

Office of Public Instruction Response:

This information is available upon written request to the Office of Public Instruction, but is not required of State Plans under Part B.

18. Comment:

OPI should also include in this Plan a document signed by those schools stating that they have no handicapped children needing services.

Office of Public Instruction Response:

This is not a requirement of State Plans under EHA-Part B.

19. Comment:

Page 27 of the Bluebook 1979 - The time Chart - Needed to be brought forward to the 1981-83 Plan and details and facts stating if OPI met it's Plan.

Office of Public Instruction Response:

The timetable is no longer required by the Bureau of Education for the Handicapped.

20. Comment:

This Plan should state age, how many children are in SOPs. Facts should include the time span 1977-1980. PL 94-142's thrust is to afford the right to any handicapped child to live, when at all possible, free from the threat of institutionalization. Included in this program should be information about Pine Hills and Mountain View. Age, number of children from what district?

Office of Public Instruction Response:

This is not a requirement under EHA-Part B. However, Jay McCallum, administrator of PL 89-313 at the Office of Public Instruction would be an appropriate contact in this regard.

21. Comment:

Page 35 - 558 public schools in Montana an estimated 300 are EXPECTED to be eligible to receive monies under Part B for FY 1981-83. OPI needs to clarify if this means 258 schools have no handicapped children or that they (handicapped) will not be served. If there is even evidence that future needs will arise, these schools have to be prepared. They will have to have the training to deal with these children. (Awareness, knowledge, skill practice, skill application). Therefore, it is necessary that all Montana's schools must qualify for Part B monies. PL 94-142 is a law not a permission.

Office of Public Instruction Response:

All handicapped children in Montana have available to them a free appropriate public education. Not all schools qualify for Part B. For example a district with no handicapped children may not receive Part B dollars on an entitlement basis.

22. Comment:

Page 39 C. - NEEDS ASSESSMENT - In this survey 280 forms were sent out and only 113 returned. OPI must have all forms to derive an assessment survey.

Office of Public Instruction Response:

Untrue. Typical survey information returns do not generally exceed 50% return. The Office of Public Instruction cannot force districts to submit.

23. Comment:

Page 40-44 - How many years has Montana received Part B monies? How long has PL 94-142 for the handicapped been a LAW?

Office of Public Instruction Response:

Pages 40-44 of the Plan make no reference to dollars. Since 1976. PL 94-142 was enacted in 1975 with implementation to take effect in 1978.

24. Comment:

Page 44, #2 paragraph 2 - Elementary schools are mentioned needing training. OPI must address secondary needs. Elementary and secondary educational need are different and should be part of the assessment needs.

Office of Public Instruction Response:

Agreed. Personnel in secondary programs are provided training as well as personnel in elementary programs. The Annual Needs Assessment Survey will be revised to better reflect the specific training needs of elementary and secondary program personnel.

25. Comment:

Page 41 1981-83 - OPI needs to clarify the number of personnel paid for in each district, what percentage of the total amount of each.

Office of Public Instruction Response:

The number of personnel employed in special education programs may be found in Data Table #1. The total salaries of personnel are not available at this time.

26. Comment:

Page 48 - 9. List the different services each provide. State if the secondary educational needs are met in these services. (7-12th)

Office of Public Instruction Response:

The organizations identified in this section provide referral and dissemination services regarding innovative practices and procedures which have been developed in both elementary and secondary programs.

27. Comment:

Page 53 - 1981-83 Plan - Thank to OPI monitoring team for thinking of the par

Office of Public Instruction Response:

Thank you.

28. Comment:

Page 48 CONSULTANTS Clarify if this means a Director of Special Education receiving a salary from Part B funds mileage on any related trips and lodging and meals and then an additional \$100.from training received from Part B funds.

Office of Public Instruction Response:

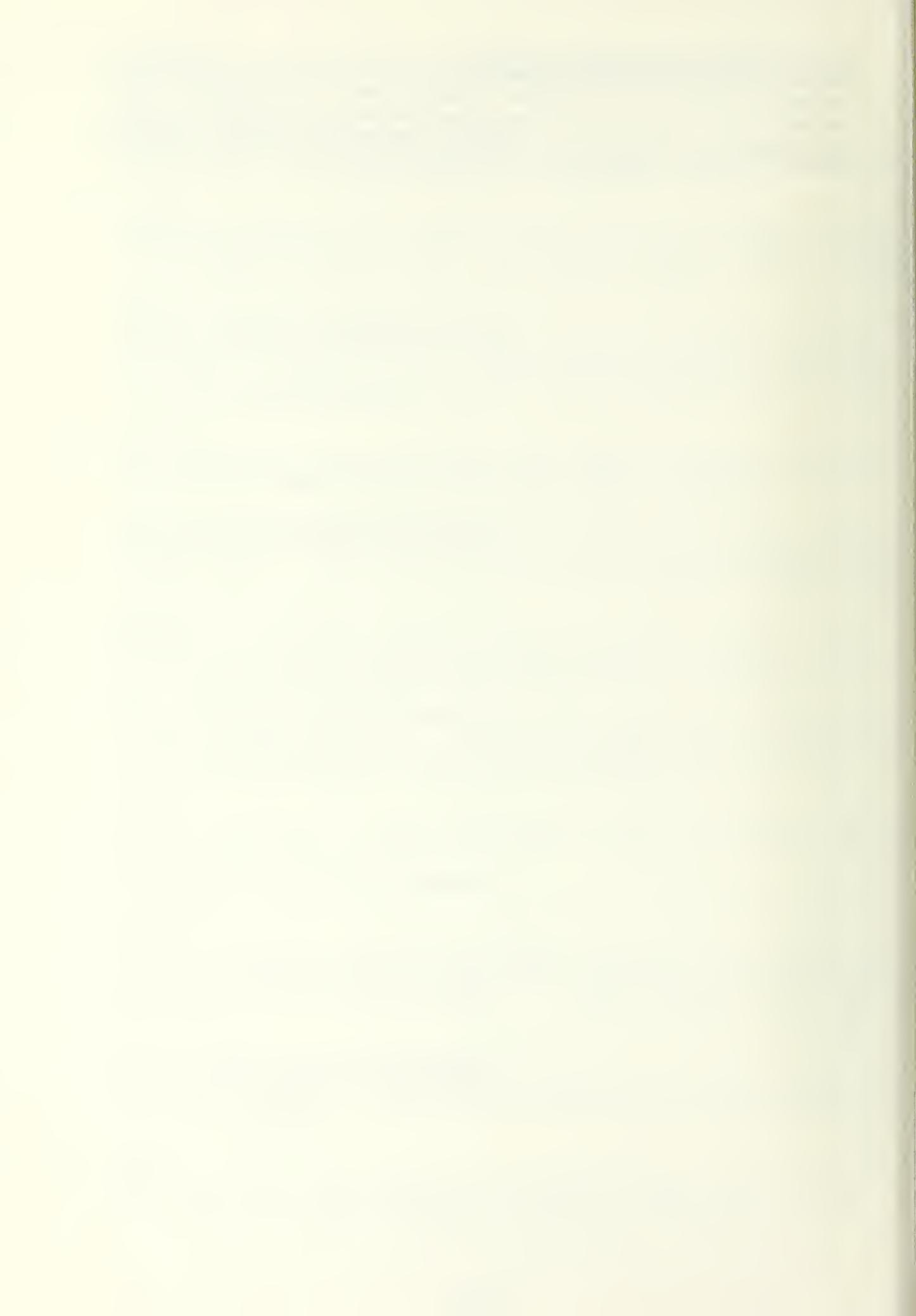
Training consultants are paid a maximum of \$100 per day of training, when the training provided is outside of their job responsibilities or their district of employment.

29. Comment:

Page 48 - Is this to mean that the above mentioned person can go from the west of the state to the east for such training sessions? This money is for handicapped children... Let's not pad the bill.

Office of Public Instruction Response:

The use of qualified trainers from within the state of Montana has reduced the need to bring in out-of-state consultants for many training sessions. The delivery of inservice training across the state has made use of teams of trainers who travel from one region of the state to another. This has helped to ensure a high quality of training provided at a reasonable cost.



STATE OF MONTANA'S

Proposal
for
Education for the Handicapped
PRESCHOOL INCENTIVE GRANT

EARLY EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN

on

March 1980

to

Bureau of the Handicapped

13.449B

U.S. Office of Education

Washington, D.C.



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FEDERAL ASSISTANCE		2. APPLICANT'S APPLICATION	3. STATE APPLICATION IDENTIFIER	4. NUMBER
1. TYPE OF ACTION	<input type="checkbox"/> PREAPPLICATION <input checked="" type="checkbox"/> APPLICATION <small>(Mark appropriate box)</small> <input type="checkbox"/> NOTIFICATION OF INTENT (Opt.) <input type="checkbox"/> REPORT OF FEDERAL ACTION		b. DATE 19	b. DATE Year month day ASSIGNED 19
		Leave Blank		
4. LEGAL APPLICANT/RECIPIENT a. Applicant Name : Superintendent of Public Instruction b. Organization Unit : Office of Public Instruction c. Street/P.O. Box : State Capitol d. City : Helena e. County : Lewis & Clark f. State : Montana g. ZIP Code: 59601 h. Contact Person (Name) : Scott R. Lane i. Telephone No. : (406) 449-5660				
5. FEDERAL EMPLOYER IDENTIFICATION NO. 816001698W				
6. PROGRAM (From Federal Catalog) a. NUMBER 1 3 1 e 4 14 19 B b. TITLE Education for the Handicapped-Preschool Incentive Grant				
7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT Early Education Programs for Handicapped Children				
8. TYPE OF APPLICANT/RECIPIENT A-State B-Interstate C-Substate D-District E-City F-School District G-Special Purpose District H-Community Action Agency I-Higher Educational Institution J-Indian Tribe K-Other (Specify): <small>Enter appropriate letter A</small>				
9. TYPE OF ASSISTANCE A-Basic Grant B-Supplemental Grant C-Loan D-Insurance E-Other <small>Enter appropriate letter(s) A</small>				
10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.) State of Montana				
11. ESTIMATED NUMBER OF PERSONS BENEFITING 110				
12. TYPE OF APPLICATION A-New B-Renewal C-Revision D-Continuation E-Augmentation <small>Enter appropriate letter A</small>				
13. PROPOSED FUNDING a. FEDERAL \$ 123,165 .00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$ 123,165 .00				
14. CONGRESSIONAL DISTRICTS OF: a. APPLICANT b. PROJECT				
15. TYPE OF CHANGE (For 12c or 12e) A-Increase Dollars B-Decrease Dollars C-Increase Duration D-Decrease Duration E-Cancellation <small>Enter appropriate letter(s)</small>				
16. PROJECT START DATE Year month day 19 80 9 1				
17. PROJECT DURATION 12 Months				
18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY Year month day 19				
19. EXISTING FEDERAL IDENTIFICATION NUMBER Bureau of Education 20202				
20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code) Bureau of Education for the Handicapped (13.49B) U.S.O.E., Washington D.C.				
21. REMARKS ADDED <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
22. THE APPLICANT CERTIFIES THAT a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the application is approved. b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached: <input type="checkbox"/> aponsee <small>Responses attached</small> (1) <input type="checkbox"/> (2) <input type="checkbox"/> (3) <input type="checkbox"/>				
23. CERTIFYING REPRESENTATIVE a. TYPED NAME AND TITLE Georgia Rice, Superintendent of Public Instruction b. SIGNATURE <small>Year month day 10</small>				
24. AGENCY NAME				
25. APPLICATION RECEIVED Year month day 19				
26. ORGANIZATIONAL UNIT				
27. ADMINISTRATIVE OFFICE				
28. FEDERAL APPLICATION IDENTIFICATION				
29. ADDRESS				
30. FEDERAL GRANT IDENTIFICATION				
31. ACTION TAKEN		32. FUNDING		Year month day
<input type="checkbox"/> a. AWARDED <input type="checkbox"/> b. REJECTED <input type="checkbox"/> c. RETURNED FOR AMENDMENT <input type="checkbox"/> d. DEFERRED <input type="checkbox"/> e. WITHDRAWN		a. FEDERAL \$.00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$.00	33. ACTION DATE 19 34. STARTING DATE 19 35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)	
36. FEDERAL AGENCY A-95 ACTION		36. ENDING DATE 19 37. REMARKS ADDED <input type="checkbox"/> Yes <input type="checkbox"/> No		
a. Is taking above action. Any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.		b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)		

PART II
PROJECT APPROVAL INFORMATION

ITEM 1.

Does this assistance request require State, local, regional, or other priority rating?

Name of Governing Body
Priority Rating

Yes No

ITEM 2.

Does this assistance request require State, or local advisory, educational or health clearances?

Name of Agency or Board

Yes No (Attach Documentation)

ITEM 3.

Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?

(Attach Comments)

Yes No

ITEM 4

Does this assistance request require State, local, regional, or other planning approval?

Name of Approving Agency
Date

Yes No

ITEM 5

Is the proposed project covered by an approved comprehensive plan?

Check one:

- State
- Local
- Regional

Yes No Location of Plan

ITEM 6

Will the assistance requested serve a Federal installation?

Name of Federal Installation

Federal Population benefiting from Project

Yes No

ITEM 7

Will the assistance requested be on Federal land or installation?

Name of Federal Installation

Location of Federal Land

Percent of Project

Yes No

ITEM 8

Will the assistance requested have an impact or effect on the environment?

See instructions for additional information to be provided.

Yes No

ITEM 9

Will the assistance requested cause the displacement of individuals, families, businesses, or farms?

Number of:

- Individuals
- Families
- Businesses
- Farms

Yes No

ITEM 10

Is there other related assistance on this project previous, pending, or anticipated?

See instructions for additional information to be provided.

Yes No

PART III - BUDGET INFORMATION

SECTION A - ALLOTMENT TABLE
Education for the Handicapped - Incentive Program

State or Territory Name	Amount \$
Montana	\$123,165

SECTION B - STATE ALLOCATION ALLOTMENT

1. Total amount of funds to be used for activities at the SEA level.	0
2. Total amount of funds awarded directly by the State through contracts.	0
3. Total amount of funds awarded to LEAs and IEUs (on the basis of the number of counted 3, 4, and 5 year old handicapped children).	\$123,165
TOTAL (See Section A)	\$123,165

PART III • BUDGET INFORMATION

SECTION A • BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1.		\$		\$ 123,165	\$	\$
2.						
3.						
4.						
5. TOTALS		\$		\$ 123,165	\$	\$

SECTION B • BUDGET CATEGORIES

GRANT PROGRAM, FUNCTION OR ACTIVITY	TOTAL		
	(1)	(2)	(3)
6. OBJECT CLASS CATEGORIES			
a. PERSONNEL	\$	\$	\$
b. FRINGE BENEFITS			
c. TRAVEL			
d. EQUIPMENT			
e. SUPPLIES			
f. CONTRACTUAL	\$123,165		
g. CONSTRUCTION			
h. OTHER			
i. TOTAL DIRECT CHARGES			
j. INDIRECT CHARGES			
k. TOTALS	\$ 123,165	\$	\$ 123,165

PART IV PROGRAM NARRATIVE

I. INTRODUCTION

Life between the ages of 0 and 21 years is a continuum of educational experiences. From the moment of birth, a child grows, develops and learns by interacting with the surrounding environment to fulfill basic needs for food, warmth and love. It is the responsibility of the parents to meet these needs, to nurture continual growth and learning in the child.

This development, in early childhood, usually follows an orderly and progressive path for most children. For a few children, however, obstacles occur which threaten this development and consequently cause a handicap to the growth and potential of the child. Special education is offered to the preschool handicapped child and her family in an effort to remove or reduce these obstacles so that the child may learn and progress at a normal or as near normal a rate as possible.

This narrative, submitted for Preschool Incentive Grant funds, is intended to provide a state wide plan for the delivery of special education services to preschool handicapped children. It is also intended to reflect the Office of Public Instruction's philosophy, concerning early intervention of handicapping conditions and commitment in applying this philosophy to preschool special education.

The underlying conviction supporting the Office of Public Instruction's philosophy, is that all children, experiencing a handicap, should be afforded the opportunity to resolve/remediate that inconvenience in their lives, to enable them to become "contributing, confident, dignified and self-reliant human beings" (48-2.18(1)-S1800 Montana State Special Education Rules and Regulations).

The following statements are listed to more accurately represent the growing and developing attitude, within Montana, regarding early education programs for handicapped children:

1. Early intervention does have a positive effect on both the handicapped child and the family.
2. Failure to intervene early may compound the handicap, causing secondary handicaps, such as social-emotional problems, speech and language delays/disorders, etc.
3. Parents of preschool handicapped children need support and models early, before patterns of parenting are established.
4. The cost-benefit ratio is more economical with early intervention than with later remediation.
5. Because the public school system is the largest child serving agency in the State of Montana and is obligated, by law, to identify, locate and evaluate all handicapped children, it is reasonable for the state education agency and local education agencies to assume the role of coordinator for services to preschool handicapped children. Within this role the state education agency and local education agencies will seek to utilize all available resources through the Office of Public Instruction and other state and local agencies in an endeavor to provide a comprehensive service delivery system for these children.

II. BACKGROUND INFORMATION

The State of Montana has historically been supportive of special education for people experiencing a handicap. The State has, since 1975, funded special education on a 100% level, which included all indirect costs incurred by the local education agency, in serving handicapped students.

State legislation passed in 1977, House Bill 816, mandated local education agencies to provide special education services to children, 6 through 18, by September 1, 1977. Also included in House Bill 816 was a provision requiring special education services to handicapped children ages 3 through 5 and 18 through 21 by September 1, 1980. The 1979 legislature, however, approved a bill which removed the requirement to serve handicapped children ages 3 through 5 and 18 through 21, but will allow local districts to apply for funds on a discretionary basis. Therefore, consistent with §121a.300 of the Federal Rules and Regulations, the State of Montana has opted to serve handicapped children 0 through 5 and 18 through 21, on a permissive basis (House Bill 624). School districts wishing to maintain or expand their special education programs to include these age groups will be funded, providing State funds allow, at the same rate as funded for the 6 through 18 year age group.

Additional legislative action affecting preschool special education is House Joint Resolution 72, Roles and Responsibilities for State Agencies Serving Handicapped Children, passed in 1977. The Senate and the House of Representatives jointly requested the Governor and the Superintendent of Public Instruction to provide the leadership necessary to develop cooperation and coordination between agencies to adequately meet the needs of handicapped children. It was the purpose of this resolution to clarify roles and delineate areas of responsibility for state agencies obligated to serve handicapped children. Providing appropriate service to all children experiencing a handicap, while at the same time decreasing the amount of redundant services offered between agencies, were the goals. Under this resolution the Office of Public Instruction and the Department of Health and Environmental Sciences have the overall responsibility to "find and assure that handicapped children are being served". The intent of this resolution is of particular importance to the preschool handicapped child, who for the most part, has largely been overlooked in the past. This grant will enable the Office of Public Instruction to provide the leadership and incentive to local education agencies and to other state agencies, encouraging cooperation and coordination through communication to better and more comprehensively serve preschool handicapped children. Section IV, Objectives and Approach, contains more specific information concerning the fulfillment of this overall goal.

III. NEED FOR THIS ASSISTANCE

A. Current Status of Preschool Special Education

As of December 1, 1978, school districts within the State of Montana were serving 1,205 preschool handicapped children 0 through 5 years of age. The U.S. Census Bureau estimated there to be 59,000 children in Montana below the age of 5 years during 1977. From these figures one can see, roughly 2 percent (or 1,205 children) of the preschool population has been identified as handicapped and is receiving service from the public school system. The Montana state education agency has reported 10,444 children were served under P.L. 94-142, or 5.62 percent of their

school population during the 1977-78 school year (as reflected in the U.S. Office of Education Report to Congress on Implementation of P.L. 94-142).

If this 5.62 percent were applied to the preschool population reported above, theoretically 3,316 preschool children would be handicapped. Subtracting the 1,205 children already identified as receiving special education from this theoretical number leaves a potential of 2,111 handicapped preschool children not receiving service from the public school system. These figures may be indicative of the difficulties innate in identifying preschoolers with learning disabilities and emotional disturbances, which could lower the number of children identified as handicapped. This number, however, does not reflect those children served by Head Start Programs, Developmental Disabilities, Maternal and Child Health, etc. It is possible all 2,111 preschool handicapped children are receiving service from one or more of the above agencies. This extremely optimistic outlook would still leave room for improvement, in that there appears to be very little communication and still less coordination and cooperation among agencies mandated to serve this age group.

B. State Legislation Affecting Preschool Special Education

Current State legislation adds significantly to the complexity of providing special education service to children below the age of 6 years. There are two very important factors which cause concern, the first of which is the permissive aspect of House Bill 624. Many local education agencies, under the permissive nature of state law, will elect not to serve this age group. This is substantiated by data collected through a questionnaire sent to each of the 584 school districts within the State of Montana. Response to the questionnaire indicated many local education agencies will not expand their special education programs to serve preschool handicapped children. Other indicators suggest some LEAs may suspend service to this age group.

The second factor relates to legislative action, putting a limitation on state funding for special education. Proposed state funding levels are \$48 million or 20 percent less for 1979-81 than for the last biennium. This will require an increase in local and county funding of certain special education costs. Preschool special education is affected by this action, in that programs will eventually be cut and handicapped children 6 through 18, as mandated by state law will necessarily be the highest priorities within school districts. This will jeopardize the continuation of existing preschool programs and hinder the initiation of new programs within school districts with handicapped children 0 through 5 years of age, if local education agencies are forced to assume the financial responsibility for service to this age group.

These two factors are seen by parents and special educators as a serious threat to the well being of handicapped children. Early intervention is seen by these two groups as the most cost effective period for the amelioration of handicapping conditions and provides these children with an optimal prognosis for a normal and productive life.

IV. OBJECTIVES AND APPROACH

A. Objectives

In March of 1979 a questionnaire was sent to every local education agency within the state to identify the current services offered and to appraise the SEA of unmet needs in providing service to preschool handicapped children. The goals listed below were written as a reflection of those needs as established by LEAs responding to the questionnaire.

- Goal 1. To facilitate communication and coordination among service providers to generate, for preschool handicapped children, the most comprehensive service delivery system possible.
- Goal 2. To identify, locate and evaluate all handicapped children 0 through 5 years of age living in the State of Montana.
- Goal 3. To increase the number of preschool handicapped receiving comprehensive special education services by 10% each of the three years.

A more specific outline of goals and objectives follows in the form of a work plan for each individual goal. This plan includes activities to be completed with accompanying time lines and evaluation procedures.

Goal 1 : To facilitate communication and coordination among service providers to generate for Preschool handicapped children the most comprehensive service delivery system possible.

Objectives	Activities	Funding Source	1981	1982	1983	Evaluation
1.0 The State Education Agency will initiate communication with other agencies to continue a concerted effort to serve handicapped preschool children.	<p>1.1 The SEA will hire a preschool special education specialist to facilitate communication with other agencies obligated to serve this population.</p> <p>1.2 The SEA will sponsor symposiums, workshops, etc, to include participants from other agencies regarding such things as "Child Find", service delivery, etc.</p>	<p>SIG or EHA-B</p> <p>set aside</p>	9/1/81 and on-going		1.1 Complete when said specialist is on Office of Public Staff.	
2.0 The SEA will maintain and update a resource directory for interagency use.	2.1 The SEA will disseminate to public agencies said resource list and directory.	<p>SIG or EHA-B</p> <p>set aside</p>	9/1/81 and on-going		1.2 Complete when two workshops have been sponsored each year.	
					2.1 Complete when all agencies have a copy at their disposal.	

Target Population: All handicapped children 0 through 5 years of age.

Goal 2 : To identify, locate and evaluate all handicapped children 0 through 5 years of age.

Objectives	Activities	Funding Source	Evaluation		
			1981	1982	1983
1.0 The State Education Agency and local education agencies will identify and locate all handicapped children ages 0 through 5.	<p>1.1 Conduct a state wide media campaign to facilitate parent and community referral of preschool handicapped children.</p> <p>1.2 Contact all state and federally funded programs to locate and identify all preschool handicapped children receiving service and those in need of service.</p> <p>1.3 Contact all private human service providers (physicians, audiologists, optometrists, etc) to locate and identify all preschool handicapped children receiving service or in need of service.</p>	<p>EHA-B set aside</p> <p>EHA-B set aside</p> <p>EHA-B set aside</p>	9/1/81 and ongoing	1.1. Complete when t.v. and radio spots have run for six months of each year.	1.1. Complete when t.v. and radio spots have run for six months of each year.
			9/1/81 and ongoing	1.2 Complete when all agencies have the SEA "Child Find" literature.	1.2 Complete when all agencies have the SEA "Child Find" literature.
			9/1/81 and ongoing	1.3 Complete when all said professionals have been contacted.	1.3 Complete when all said professionals have been contacted.
2.0 The local education agencies will screen all handicapped children 0 through 5 and evaluate or refer for evaluation.	2.1 The local education agencies will screen all children having high risk of being handicapped to determine appropriate evaluation procedures.	State and local funds	9/1/81 and ongoing	2.1 Complete when each LEA in the state has conducted an annual screening clinic.	2.1 Complete when each LEA in the state has conducted an annual screening clinic.

Goal 2 : Continued

Objectives	Activities	Funding Source	1981	1982	1983	Evaluation
	2.2 The local education agencies will evaluate all handicapped children 0 through 5, or refer to an appropriate agency or professional for evaluation.	State and local funds	9/1/81 and ongoing			2.2 Complete when all children identified as high risk of being handicapped have completed the CST process.

Target Population: Handicapped preschool children 3 through 5 years of age.

Goal 3 : To increase the number of preschool handicapped children receiving special education services by 10% each of the three years.

Objectives	Activities	Funding Source	1981	1982	1983	Evaluation
1.0 The SEA will encourage local education agencies to initiate, maintain or expand their special education programs to include preschool handicapped children age 3 through 5.	<p>1.1 The SEA will flow through Preschool Incentive Grant funds to LEAs according to annual child count information.</p> <p>1.2 The SEA will supplement LEAs with EHA-B set aside funds to stimulate new preschool programs.</p> <p>1.3 Assist LEAs through the preschool coordinator in securing private foundation support for preschool special education.</p>	<p>PIG \$113,000</p> <p>EHA-B set aside \$30,000</p> <p>SIG</p>	<p>9/1/81 ?</p> <p>9/1/82 ?</p> <p>9/1/80</p>	<p>9/1/82 \$30,000</p> <p>9/1/82 \$30,000</p>	<p>8/1/83 \$30,000</p> <p>8/1/83 \$30,000</p>	<p>1.1. Considered complete when 90% of the PIG funds have been applied for by LEAs.</p> <p>1.2 Considered complete when two new programs have been initiated at \$15,000 each.</p> <p>1.3. Complete when each LEA has access to list of private foundations.</p>
2.0 To encourage LEAs to utilize existing service providers in providing preschool handicapped children.	<p>2.1 Provide LEAs with model contracts and agreements to facilitate interagency cooperation-coordination.</p> <p>2.2 Assist LEAs in counting handicapped preschool children served by other public supported preschool programs.</p>	<p>SIG</p> <p>SIG</p>	<p>9/1/81</p> <p>9/1/81</p>	<p>and ongoing</p> <p>and ongoing</p>	<p>2.1</p> <p>(121a.753)</p>	

B. Approach

The approach taken by this grant will follow the activities listed in the work plan for each objective. Further elaboration is needed in certain areas to clarify the intent and direction of the objectives.

1. Coordinator, Early Education Programs for Handicapped Children

To accomplish the goals and objectives discussed above and to coordinate efforts between the SEA, LEAs and other agencies, a specialist in early education programs for handicapped children will be hired. The following is a list of duties and responsibilities to be carried out by this specialist:

- a. assist the local education agencies in the development of education programs for preschool handicapped children;
- b. prepare Preschool Incentive Grants under EHA-B State Plan;
- c. assist school districts in securing federal competitive funds for preschool programs;
- d. assist in monitoring education programs for early childhood handicapped to comply with state and federal mandates;
- e. serve as consultant to the State Advisory Panel as required by PL 94-142;

2. Assistance to LEAs

LEAs will have the opportunity to apply for the preschool incentive grant money and will be notified of the availability of funds as soon as the Office of Public Instruction receives the federal allocation. These funds will be made available to LEAs on an entitlement basis, the exact amount to be determined by their annual preschool child count.

3. Factors Which Might Accelerate or Decelerate the Work

The following are factors which might accelerate or decelerate the work proposed by this grant:

- a. Recent legislation pertaining to the permissive option LEAs have to serve preschool handicapped children and House Joint Resolution 72, which delineates interagency responsibility in serving handicapped children.
- b. The time line the BEH follows in notifying SEAs of program approval.

4. Data Collection

All LEAs receiving Preschool Incentive Grant money will be required to submit an annual report to the Office of Public Instruction specifying progress made on stated objectives. It is through these reports that the Office of Public Instruction will collect data, such as number of children served directly/indirectly, handicapping condition, age, sex and services provided, etc. Additionally, those LEAs providing direct service to preschool handicapped children will include them on their annual child count forms.

5. Contributors

The contributors will include all state agencies serving preschool children, as outlined in House Joint Resolution 72. Other programs to be involved will be local Head Start Programs, private schools and day care centers, Montana University Affiliated Programs, along with private consultants such as audiologists, optometrists, pediatricians, etc. The involvement of each contributor will be coordinated through the Office of Public Instruction by the preschool specialist.

V. EXPECTED RESULTS

The overall outcome expected from implementation of this grant is the development of a communication network among service agency providers facilitating a decrease in redundant resources offered and an increase in comprehensive service provided to handicapped preschool children. This development is expected to be initiated on the state, regional and local levels, and will involve the SEA, LEAs, Maternal and Child Health, Montana University Affiliated Program, Head Start Programs, Developmental Disabilities Division and other public and private agencies.

A. Goal I

The anticipated benefit to be derived from the fulfillment of the first goal is an interagency awareness of strengths and weaknesses of each program, and possible areas of collaboration. If this goal can be realized, it will enable the most efficient use of a limited amount of funds and will enhance the continuity of program as responsibility for the child is transferred from one agency to the next (i.e. Head Start to public school). Additionally, if interagency cooperation and coordination can be attained each can supplement the other in terms of training, technical assistance, materials, provision of direct service and so on. This communication and cooperation between agencies is critical to preschool handicapped children in the State of Montana in light of the severe concern regarding conservation of the tax dollar and reduction in special education spending.

1. Objective 1.0

By contracting with a preschool special education specialist, the SEA will demonstrate a strong interest and commitment to preschool special education. This will benefit the entire state in that concerns can be directed to and handled by this professional. The establishment of this position will expedite coordination among agencies and enhance service delivery to preschool handicapped children.

2. Objective 2.0

The production and dissemination of a resource directory and funding source list specifying programs, resources, training, funding sources, etc. will increase LEAs awareness of other service options available to them in serving preschool children with special needs.

B. Goal II

Federal law states that all handicapped children between the ages of 0 and 21 years shall be identified, located and evaluated. The State of Montana has theoretically 3,316 handicapped preschoolers in the state, of which 36% have completed the Child Find process. The foreseen benefit attained from the completion of the second goal will be the identification, location and evaluation of all preschool handicapped children in the State of Montana. House Joint Resolution 72 provides the frame work for implementation of strategies to meet this goal through interagency cooperation. This interaction will be initiated in Goal I with regional meetings. There are many agencies, public and private, with information that would facilitate the SEA and LEAs in their Child Find efforts. For example both Developmental Disabilities and Head Start seek out and serve preschool handicapped children but do not typically exchange this information with the SEA or LEAs and visa versa. The completion of this goal will result in a cooperative, comprehensive Child Find process.

1. Objective 1.0

Completion of this objective will result in increased community awareness of the Child Find service available to handicapped children. It is expected this will increase the number of preschool handicapped children identified by the LEAs.

2. Objective 2.0

Objective 2.0 will, when completed, result in the evaluation of all handicapped preschoolers living in the state of Montana.

C. Goal III

There are 1,071 preschool handicapped children receiving special education services from Montana LEAs at this time. The expected outcome of this goal is the increase of children served by 10 percent. It is expected that many of the new programs to be initiated will be located in the more rural areas of Montana, where preschool special education was not a service option in the past.

1. Objective 1.0

The implementation of this objective will result in LEAs extending their special education services to preschool handicapped children.

2. Objective 2.0

The result of this objective will be increased interagency cooperation in many areas such as child referral, inservice training, material exchange, etc. This will result in more handicapped preschoolers receiving the special education they require.

PART V

ASSURANCES

The Applicant hereby assures and certifies that he will comply with the regulations, policies, guidelines, and requirements including OMB Circular No. A-95 and FMCs 74-4 and 74-7, as they relate to the application, acceptance and use of funds for this Federally assisted project. Also the Applicant assures and certifies with respect to the grant that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.
3. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
4. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons as a result of Federal and federally assisted programs.
5. It will comply with the provisions of the Hatch Act which limit the political activity of employees.
6. It will comply with the minimum wage and overtime provisions of the Federal Fair Labor Standards Act, as they apply to hospital and education employees of State and local governments.
7. It will establish safeguards to prohibit employees using their positions for a purpose that is or appears to be the appearance of being motivated by a desire for gain for themselves or others, particularly those whom they have family, business, or other ties to.
8. It will give the grantor agency or the Comptroller General through any authorized representative the right to examine all records, books, documents related to the grant.
9. It will comply with all requirements imposed by the Federal grantor agency concerning special requirements of law, program requirements, and other administrative requirements approved in accordance with FMCs.

ATTACHMENT I

INTERAGENCY COORDINATING COMMITTEE FOR HANDICAPPED CHILDREN

Members

Michael Miles, Governor's Office
Judy Carlson, Social and Rehabilitation Services
Shirley Miller, Office of Public Instruction
Peter Blouke, Department of Institutions
Sidney Pratt, Department of Health and Environmental Services
Steve Nelsen, Department of Justice

MINUTES
OF THE
MONTANA SPECIAL EDUCATION ADVISORY PANEL
November 30/December 1, 1979 Meeting

The Special Education State Advisory Panel met in Helena on November 30 and December 1, 1979, in Room 104 of the State Capitol.

Lyle Grayson, Chairperson, opened the meeting with the introduction of the Panel members and its officers. New Panel members were introduced.

The following members of the Panel were present:

Ms. Dawn Anderson
Ms. Marlys Bylund
Mr. Clint Fretland
Ms. Barbara Kuester
Mr. Michael Sioux
Mr. Dennis Iverson
Ms. Rhoda Jamruszka
Ms. Ellen Alweis
Mr. Lyle Grayson
Ms. Mary Elizabeth Royal
Sister Marie Damian
Mr. William Sirak

Ms. Shirley Battershell
Mr. Dan Harrington
Ms. Barbara Konesky
Ms. Mary Beth Linder
Mr. George Shroyer
Mr. Alden Beller
Ms. Glennadene Ferrell
Ms. Mary Ellen Solem
Mr. Scott Solem
Mr. Paul Stebbins
Mr. William Willavize
Mr. Ottis Hill

Absent

Mr. Loran Frazier
Mr. James Foster

Excused Absence

Ms. Helen Ricker

Office of Public Instruction Superintendent, Georgia Rice, welcomed the panel members. She reviewed the following policies and thoughts with the panel:

- the Advisory panel must be chartered and registered with the Secretary of State and with the Federal government.
- the panel will ordinarily meet in Helena.
- the budget for the 1979-80 term for the Panel is \$10,000.
- a lengthy and cautious procedure is used in selecting members for the Panel.
- the Advisory Panel is a partnership--the role of the Panel is advisory not adversary.
- each member is a representative of a group for whom they speak and to whom they are responsible to in reporting activities of the Panel.

Superintendent Rice also informed the Panel that according to U.S. Government statistics Montana spends \$2,264 of state funds per each special education student. In quality of service and amount of state support for special education Montana is a leader.

Several routine changes in the agenda were requested. Glennadene Ferrell moved the changes in agenda be accepted. Alden Beller seconded the motion. The motion carried. The new members of the panel signed the Oath of Office in the presence of a notary. The panel was then officially called to order.

The Special Education Unit Staff was introduced by Shirley Miller, Director. Those introduced and their functions were:

Kathy Bruning, Secretary
Ron Lukenbill, Staff Development and In-service Training
Dal Curry, Program Development
Joanne Hunter, Monitoring
Gail Gray, Budget and Data Collection
Scott Lane, Preschool and Child Find Program
Paul Spoor, Federal Programs

Lyle Grayson, Chairperson, appointed a nominating committee for Chairperson, Vice-Chairperson and Secretary for the coming term. The committee accepting the appointment were:

Paul Stebbins, Chairperson
Dan Harrington
Carolyn Frojen

Lyle Grayson then reviewed the activities of the Panel. He referred to the Constitution and By-laws of the Panel and the Federal guidelines for State Advisory Panels.

A report on "Monitoring from the Local School's Perspective" was given by Glennadine Ferrel, Lake County Superintendent of Schools. The general feeling reported by the schools was that the monitoring team came to assist the schools not to find fault. The team met with administration, faculty, teachers, parents and students. The school received written comments concerning the visit to which they could respond. Some actions resulted from the recommendations of the team. When the administrators were asked for suggestions for improvement all expressed approval and appreciation. There were no expressed criticisms.

"Special Education Activities on a Local Level" was presented by Jerry Roth, Ken Kohl, and Shirley DeVoe from the Helena Public Schools. The team indicated that one of the major objectives of the system was to end the separation of special education from regular education. An explanation of the formation and functioning of the Helena Special Education Cooperative and the Developmental Screening Clinics was presented. Trends in relation to special education as the local education agency assumes more of the funding was presented. The presentation concluded with questions from the Panel.

Jan Frisch from Social and Rehabilitative Services was available for questions and information concerning HJR-72. Ron Lukenbill informed the Panel that a workshop will be held on January 22-23 to look at cooperative agreements, possibilities and services. State agencies, local districts and the private sector will be invited to participate.

Sister Marie Damian, representative for the Nonpublic Schools presented to the Panel the Federal guidelines in regard to Nonpublic School participation in the Federal funds for Special Education.

The morning session adjourned at 12:00.

At the opening of the afternoon session other members of the Special Education Unit Staff were introduced:

Guy Biglen, Legal Intern
Michael Ainsworth, Monitoring
Jinny Vaughn, Secretary

The minutes of the January 12-13, 1979 meeting were approved. George Shroyer made the motion for the approval of the minutes. Carolyn Frojen seconded the motion. The motion was carried.

Travel vouchers were given and explained.

"Special Education Litigation in Montana" was presented by Guy Biglen. The report covered the present litigation in Montana with some background materials. Mr. Biglen reminded the group that the local district also has access to due process.

"Special Education Rules and Regulations" was presented by Dal Curry, staff member. Dr. Curry outlined the changes in the rules and regulations. He stated as the reason for change:

1. Federal requirements to receive money
2. Legislative changes
3. Need for clarification, etc. as expressed from the field.

Shirley Miller expressed the wish that the panel sit as a committee of the whole in response to these proposed changes.

A discussion followed as to how the panel can get input into the changes. The Office of Public Instruction will rewrite or comment on changes starting December 17. Superintendent Rice noted there may have been some procedural errors and there were several options open to the panel. It was recommended the Panel take collective action and determine a policy for the handling of the proposed changes in the future. Bill Sirak moved that the chairman of the Panel and five selected members of the Panel work with the Special Education staff to review the proposed changes and their comments be sent to the panel for their additional comments. George Shroyer seconded the motion. The motion carried. The committee to meet with the Special Education staff on December 19, 1979 are Rhoda Jamruska, Ellen Alweis, Alden Beller, Bill Willavize and Lyle Grayson.

The Friday session ended with a movement for adjournment by George S. Shroyer. Alden Beller seconded the motion. The motion carried.

The Saturday session was called to order at 9:07 by Lyle Grayson, chairperson. The following members were not in attendance:

Excused:	Dawn Anderson	Loran Frazier
	Sister Marie Damian	James Foster
	Helen Ricker	Ottis Hill
		Bill Sirak

The film "A Different Approach" was shown. It is excellent and available through Easter Seal.

The nominating committee presented the slate of nominees. Paul Stebbins chairperson presented the slate:

Chairperson: Lyle Grayson

Vice-Chairperson: Rhoda Jamruska, Dawn Anderson, Dennis Iverson

Secretary: Sister Marie Damian

The Chairperson asked for nominations from the floor.

George Shroyer moved nominations for secretary cease and a unanimous ballot be cast for secretary. Dan Harrington seconded the motion. The motion carried. Sister Marie Damian was elected secretary. The nominees for Vice-Chairman were presented. Mary Ellen Solem moved the nominations cease. Scott Solem seconded the motion. Rhoda Jamruska was elected Vice-Chairperson. Ellen Alweis moved that nominations cease for Chairperson. Maryls Bylund seconded the motion. The motion carried. Lyle Grayson was elected Chairperson.

The following information was presented concerning 1980-81 funding by Gail Gray. The budgeting procedure for school year 1980-81 will be different than in the past. During January each school district with a special education budget will receive a dollar figure representing that district's allocation of special education state dollars. This figure will be based on last year's special education budget, the December 1, 1979 Child Count and contingency awards that may have been granted. March 1, 1980 each district will submit their local special education budget which does not exceed in state money the figure given that district in January. The budgets will again be reviewed and approved by the Office of Public Instruction.

A discussion on the organization of the Panel and its function followed. The following is the copy of the memo written by Guy Biglen regarding the Panel's role in rule/regulation changes for the future:

1. Office of Public Instruction discovers need for change-new rule
2. Office of Public Instruction rough drafts a rule
3. Office of Public Instruction asks input from Advisory Panel
4. Optional
 - a. The Office of Public Instruction makes necessary changes and informs council:
This could become repetitious
 - b. The Office of Public Instruction notes panel's input and prepares final draft without further input
5. Submit proposed rule to hearing
6. Council officially responds to rule at hearing (for the record)

Shirley Miller then presented issues she would like the Panel to address.

1. man power
2. rules and regulations
3. state plan
4. issues from BEH review and monitoring
5. preschool
6. mandate for screening
7. co-ops

Mary Beth Linder moved the staff divide areas in which they want advice and request volunteers to serve in advisory capacity as outlined. Ellen Alweis seconded. The motion carried.

Mary Beth moved (Paul's written procedures be accepted. Seconded by Barbara Konesky. The motion carried.

PANEL

Specific

Generic

Definitions → 1. Rules and Regs

BEH → 2. State Plans B-D

Manpower → 3. Unmet needs

Preschool

Screening

Co-ops

Monitoring

Small Committees Will:

1. Work on tasks assigned by Office of Public Instruction.
2. Get input from Panel as a whole.
3. Report back to Panel as a whole.

Panel as a whole will:

1. Receive reports from small committees.
2. Finalize recommendations.
3. Submit recommendation to Office of Public Instruction.

These committees will be established by the Office of Public Instruction. Panel members will volunteer for a committee by mail. This will allow some to be members of the Committee as a whole.

George Shroyer moved the 1980 meeting be in March, May/June, September and November. Bill Willavize seconded the motion. The motion carried.

The meeting adjorned at 12:00 Noon.

Sister Marie Damian,
Secretary

Glennadene Farrell,
Acting Secretary

Mainstreaming Special Education Programs

the passage of Public Law 94-142 in 1975, the United States became the first nation making a commitment which recognizes the right of all children to "a free appropriate public education."

type of education must, by law, be made available to all children, including those with learning difficulties—regardless of the severity of the handicap. Even before the federal law was passed, Montanans had taken steps to accomplish such goals.

Miller, director of the special education unit in the Office of Instruction (OPI), said: "In past years, many handicapped children were excluded from education with neither their handicaps nor their individual differences recognized or cared for."

Years ago the trend was to shuffle such individuals off to state institutions, often under the false assumption they could not learn, that no schooling or training was provided.

Montana at present, very few such individuals now go to institutions. As Miller said: "We now know that handicapped children can learn and become productive members of society, and state laws provide help for children with individual differences by outlining specially designed school programs to meet each child's needs."

Under the 1975 law, a learning problem is considered any problem which interferes with learning, be it mild or severe, temporary or permanent, physical, emotional or mental—or a combination of several factors.

Handicapping conditions may include impairments in hearing, vision, bone structure, learning, emotion or health, such as heart or liver ailments. The problems may be minor and require only some individual attention, or severe to the point the child may not be able to eat, get dressed or go to the bathroom.

Complicated testing has been developed to identify different problems so programs can be developed to provide proper help for each individual. Such tests consistently show at least one in every 100 students need some kind of special help, be it one or many subjects.

Now know that handicapped children can and become productive members of society

During the 1978-79 school year, a total of 12,040 students were in special education classes in Montana, Miller said. She said the data collected was based upon handicapping conditions and contract hours in efforts to get a realistic number.

Students were taught by 495.5 resource room teachers and 137.2 aides; 255.3 teachers of self-contained classes and 189.6 aides; 169.1 speech pathologists and 100.3 school psychologists serving handicapped children. (Self-contained rooms are for the most handicapped children who spend all their time in them, while resource rooms are for those with mild problems who only spend a short period of time each week getting help, such as speech therapy.)

Beller, director of special education for a large school in the state and a member of OPI's Special Education State Advisory Panel, notes: "Each of us is an individual. We're all different, yet we all deserve an equal opportunity to benefit from an education."

The goal of special education is to give the handicapped child the same opportunities and experiences as other children. To do this, the handicaps of a child, no matter how mild or severe, are identified by a comprehensive multi-disciplinary evaluation team which may include professional persons from education, social services, medical fields and others.

The team's written report is available to the parent and is used by a child study team (which includes parents, teachers, school officials and others) which evaluates the report, decides if a child is handicapped, what the extent of the handicap is and how to treat the problem. Each team member must sign the report, and dissenting opinions must be included.

The program which the child study team prepares for the child is called the child's individual education program (IEP). By law, the parent must give written approval of the IEP each year before the student starts school.

"Some kinds of learning problems can be helped or completely corrected in a short time, others take years, and still others may never be completely corrected."

In past years, many handicapped children were treated alike, but the IEP now changes that, spelling out the current status of a child, goals to be met with short and long-term programs, and the services necessary to meet the goals.

The OPI is charged with the responsibility of overseeing the programs in local school districts, making certain all legal requirements are met. Most of the state's larger school districts have enough special education students to warrant extensive programs. Smaller districts cannot afford such broad programs, and often contract with nearby larger districts for such services.

While many of those handling needs of special education students are on the school district staffs, others provide services on a contract basis, perhaps in speech, hearing and vision areas, medical and dental programs, physical therapy and psychology.

Local school officials have voiced high praise for the support and help given districts by OPI and other state and county agencies such as social rehabilitation, mental health, juvenile probation, public health and law enforcement.

State appropriations have covered the entire cost of special education the past few years since the push for deinstitutionalization and special education. The 1979 Montana Legislature changed that somewhat making it the responsibility of local districts to fund about eight percent of the program by paying such costs as those related to teacher retirement and Social Security for special education teachers and aides.

Additionally, next year the districts will have to pick up such indirect costs of special education as administrative expenses, heating, lights, plant maintenance and supplies which the state was paying.

Under House Bill 483, the 1979 legislators appropriated \$25,470,000 for the 1980 school year for special education, with \$21,790,000 for the 1981 school year. In addition, \$500,000 was placed in a contingency fund for each of those years.

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Funds were not specifically earmarked for special education until the last legislative session, but were included in the approved budgets of school districts. The Legislature "approved or budgeted \$28,240,640 for special education for the 1978-79 school year," Miller said, adding the entire amount was not necessarily expended by local districts. This amount went to help the 12,040 handicapped students in the state, some of whom need constant help and others who need only a few minutes of help a week.

"Total school enrollment for the 1978-79 school year in Montana was 164,326," Miller said, "and more than seven percent of the student enrollment received special education benefits from the 11 percent of the general fund designated for education."

The approved general fund for the 1978-79 school year was \$268,319,463, (which includes the amount for special education), including some \$66 million derived from local mill levies in various school districts.

"However, the general fund accounts for only approximately 65 percent of expenditures" for education, Miller said. "The other 35 percent is made up of expenditures from various other funds including transportation, tuition, retirement, debt service, school lunch, bus depreciation, building, insurance funds, etc."

Also during the 1978-79 year, the state got \$1.5 million from federal sources to distribute to local districts for special education programs. During this federal fiscal year, some \$2.1 million will be available from federal sources, Miller said.

In Montana, special education services are now available to all persons ages three to 21, but most special education officials expect the age span soon to be birth to age 25. This is because, according to OPI information, "faster progress can be made when a condition is recognized early." Some kinds of learning problems can be helped or completely corrected in a short time, others take years, and still others may never be completely corrected. Still, the handicapped child may learn to overcome or cope with the limitations.

Beller, and others, believe special education is working. The example cited was stuttering which was a big problem a decade ago, but became the subject of much work. Now very few students stutter, and those who do often are difficult to identify because of the strides made.

"Stuttering problems are identified quickly, corrected and the persons placed in school or jobs such that they are comfortable and feel worthwhile, reducing pressures which often cause stuttering," Beller said.

Special education programs and the regulations governing them are still relatively new, so gray areas exist which cause problems. Additionally, the parent has the right, at any stage, to challenge the program set up for the child, with a lengthy process of protests, appeals, disagreements and court avenues open.

Laws governing special education "give parents a lot of rights. In a few cases, this can be carried to extremes and cause financing to be used on an individual student in a special school, taking that money from the rest who also need help," Beller said.

Several court battles are underway in the state, most of them in various stages of appeal and awaiting decision. Various aspects are being challenged, a situation not unique to the state, but happening throughout the nation as the relatively new special education programs take shape.

One case, still pending final outcome, arose when parents wanted a child to go to a special out-of-state school, with provisions made for the family to visit several times, all at an estimated yearly cost of \$30,000. At present, the child is in the special school at the expense of Montana taxpayers while the case continues. The parents contend Montana schools cannot offer the special treatment needed by the child.

The superintendent of the district where the case originated said his personnel put in more than \$40,000 in time alone last year working on the case, and have already devoted many hours this year. He noted tests by Montana special education personnel and those from other states show no need for out-of-state schooling.

Another case pending in federal court seeks to have an IEP written by each teacher involved with a special education student for all classes, both special education and regular classes.

The amount of time it would take for each teacher to prepare IEP for every student, whether in special education classes or not, would make it nearly impossible to have time to teach, most school officials said, adding mainstream teaching is necessary to hold costs down.

The district personnel involved in this case have spent more than \$25,000 in time alone, not counting expense to get to and from court appearances, hire substitutes, do additional testing and research and confer with the parents.

The newness of special education programs also has caused lack of adequately trained specialists and special education teacher and aides. Beller said, "Universities have not kept up with providing teachers adequate background training in special education. Teachers are taught to teach to the middle of the class even though they may be concerned about both the gifted and handicapped students. There is no way to reach all those students in an average size class so they teach to the middle group," he said.

The ratio of students to teachers in special education classes is lower than average classrooms, giving students more time and attention, but also pushing the costs per student higher.

Asked to compare the costs of educating handicapped children in classrooms versus institutional costs, Miller said an estimate from the Department of Institutions placed the cost for a Boulder River School and Hospital resident at "approximately \$86 per day" to support, with "this support including 24-hour care, room and board in addition to education."

She noted the variables to compute the cost per day of a child receiving public special education services while living at home or in a group home were "too numerous to provide an average cost."

"Funds are computed on an individual basis; they may be allocated for a child who receives speech therapy once a week, as well as to a child who receives intensive daily training for multiple handicaps."

Beller said the decision a few years ago to provide all students a education in the mainstream, when possible, "has caused some significant changes in attitude. Students now pay little attention to persons with handicaps.

"There are a few parents who do not want their children in the same setting with a handicapped student. But students accept the handicapped. It seems part of the movement by younger people to accept the world and people as they are...to love everybody as they are."

The attitudes of many older persons who grew up under the impression handicapped persons were different, and often should be in institutions rather than in public, also is changing, he said, but much slower.

"The handicapped often are more vocationally capable but educationally limited sometimes," Beller said, adding the goal of special education is "to make the handicapped student less different accepted in the community, able to have an abundant life and not be a burden to society."

For school districts, special education has meant adding teacher aides, classes, supplies, and money to budgets to cover the program. Most schools already had too little space, money, staff and supplies. Local district superintendents suggested, adding schools were not built with handicapped persons in mind so remodeling has been necessary if new space could not be added.

Costs for the special education programs continue to go up as programs are reworked and new techniques improved upon, he said.

A spokesman for the OPI said the additional revenue cannot be taken from the average students, so the bite from the taxpayer must get bigger or cuts have to be made.

As an afterthought, the spokesman added, "when the dust settles from all the special education programs, we probably will have to start on some programs for the gifted students. There are nois along those lines already, and some school districts have some programs started."



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 Georgia Rice, Superintendent
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January 8, 1980

To: Advisory Panel Members

From: Ellen Alweis 252-4845
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William Willavize 273-6751

Re: Proposed Rule Changes and Use of Unallocated Federal Funds

Your ad hoc subcommittee met December 19 and agreed on recommendations to State Superintendent, Georgia Rice, on the following proposed rule changes: Deaf/blind definition, Composition of a child study team and Speech pathologists and audiologists. Attached for your review and comment are copies of these recommendations.

The subcommittee reconvened on January 4, and finalized their recommendation to Superintendent Rice on the proposed rule change on the multihandicapped definition. A copy of this recommendation is also attached for your review and comment.

On January 4, the subcommittee again addressed the use of unallocated federal funds. These monies are those which were not applied for by local school districts. Based on information from the Bureau of Education for the Handicapped that future federal funding for handicapped programs could be jeopardized, the subcommittee voted unanimously to advise the State Superintendent to use \$100,000.00 of unallocated EHA Part B monies for the education program at Boulder River School and Hospital contingent upon two factors. These are (1) that the Office of Public Instruction staff be directly involved in development and monitoring of the Boulder River School and Hospital education program and (2) that an advisory group to that program be formed composed minimally of one staff person from the Office of Public Instruction, Special Education Unit, two members of the State Special Education Advisory Panel, one faculty member from Eastern Montana College's Institute for Habilitative Services and one person from an advocacy program.

The subcommittee further recommended that the members of Montana's legislative finance and education committees be informed of this action and proposed advice to State Superintendent, Georgia Rice at the same time as the Advisory Panel.

Please fill in the section below and return to Lyle Grayson, 2570 Lillis Lane, Billings, MT 59101, no later than January 16th, using the enclosed, addressed and stamped envelope.

Page 2
Advisory Panel Members
January 8, 1980

Yes No

Deaf/blind definition _____

Composition of a child study team _____

Speech pathologists and audiologists _____

Multihandicapped definition _____

Use of unallocated federal funds _____

Comments: _____

Signature

Date

vv

48-2.18(6)-S18051 DEAF BLIND

"Deaf-blind" means concomitant hearing and visual impairments, the combination of which requires accomodation in a special education program.

48-2.18(6)-S18052 MULTIHANDICAPPED

"Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes severe educational problems.

48-2.18(34)-S18540 SPEECH PATHOLOGISTS AND AUDIOLOGISTS

(1) Except as provided in subsection (2), all public school personnel employed as speech pathologists and audiologists must have their license number on file with the Office Of Public Instruction, Special Education Unit. Supervision shall be in accordance with the provisions of the individual's license.

(2) If a licensed speech pathologist is not available, the Superintendent of Public Instruction may approve the employment of school personnel as speech pathology technicians to deliver speech therapy services if the following conditions are met.

(a) The speech pathology technician shall have;

(i) a bachelor's degree in speech pathology verified by official transcripts,

(ii) 175 supervised clock hours in speech pathology or equivalent training and experience,

(b) The school seeking to employ a speech pathology technician must document its inability, after a comprehensive recruitment effort, to employ a licensed speech pathologists. The documentation shall include;

(i) copies of correspondence with educational institutions which offer graduate level training in speech pathology,

(ii) evidence of advertising in appropriate professional journals and recruitment through professional associations.

(3) Speech pathology technicians shall be supervised by a licensed speech pathologist. There shall be a minimum of four documented on-site supervisory contacts per month of no less than three hours per contact.

(4) The speech pathologist and the speech pathology technician shall develop the technician's program. The school district shall be responsible for assuring implementation of the program.

(5) The supervising speech pathologist and speech pathology technician shall comply with regulations promulgated by the Board of Speech Pathology and Audiology, and their interactions shall be governed by 40-3.101(6)-S10120, ARM.

48-2.18(18)-S18270 COMPOSITION OF A CHILD STUDY TEAM.

(1) The Board of Trustees of the local school district through its designee shall appoint the Child Study Team. The Child Study Team shall consist of:

- (a) If the school district employs a principal or administrative staff, the school principal, designee or other representative of the school district administration.
- (b) The child's regular teacher.
 - (i) If the child has more than one regular teacher, one of the regular teachers shall be appointed and a written status summary from all of the child's regular teachers shall be made available to the Child Study Team.
 - (ii) If the child is not enrolled in school a regular teacher shall be appointed who teaches grades or subjects appropriate for the child's age.
- (c) The child's special education teacher when the child is already receiving special education. If the child is not receiving special education, the special education teacher who will be most likely to serve the child in the event the child is placed in the district special education program shall be appointed.
- (d) One or both of the child's parents. "Parent" includes any person as defined under 48-2.18(14)-S18100(1). If the parents refuse to participate, the school district shall have a record of its attempts to encourage participation such as:
 - (i) detailed records of telephone calls made or visits to the parents' home;
 - (ii) copies of correspondence sent to the parents and any responses received.
- (e) The child, where appropriate.
- (f) When the child is enrolled in a private school, a representative from the private school.
 - (i) If the representative cannot attend, the school district shall use other methods to insure participation by the private school including individual or conference telephone calls.
 - (ii) If the private school refuses to participate, the school district shall have a record of its attempts to encourage participation such as:
 - (aa) detailed records of telephone calls made or visits to the private school,
 - (ab) copies of correspondence sent to the private school and any responses received.
- (g) Other individuals as required by 48-2.18(18)-18290, ARM.

(2) Any Child Study Team member may invite the following people to participation on a consultive basis:

- (i) other specialists when such specialists are needed to complete an appropriate evaluation,
- (ii) individuals who will assist the Child Study Team member.

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